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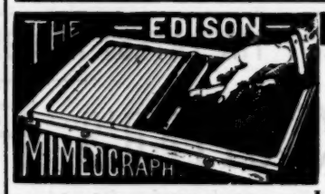

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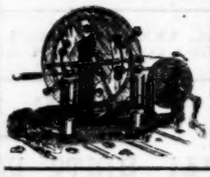

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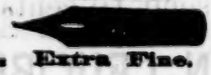

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WE see it stated that at one of his addresses before the recent institute at Meadville, Pennsylvania, Dr. E. E. White said: "A method is nothing; its value depends on what a teacher puts in it. I would rather have a good teacher behind a poor method, than a 'stick' behind a good method." The fact is, every good teacher has a good method. He may not be able to state upon what principles his methods are founded, but that they are based upon sound principles is shown by the fact that he is doing good work. No one can get apples from thistles, neither can he make thistles grow from apples. Each kind produces its kind. This is a law of nature, universal in its application. A method is everything. It is just as important as the seed and soil are to the farmer, or the machine to the manufacturer. It is impossible to put good work into a bad method, or bad work into a good method, for we take method to mean an orderly way of applying principles. If we have accepted principles of education, as we certainly have, we must have scientific, or orderly ways of applying them. This is method, and so we say that, since the whole science of education must rest upon it, *method is everything*, and not nothing, as Dr. White affirms.

SUPT. MARBLE has written a spicy article "About the Newness," in which he discusses educational changes with much spirit. His objective point is manual training, concerning which he quotes one of its advocates as saying that "the three R's, if no industrial training has gone along with them, are apt to produce a fourth R.—rascaldom." He tries to draw a parallel between the famous "Brook Farm" scheme, and the new education, in the following words: "Mr. Alcott would not allow the land to be manured, which he regarded as a base and corrupting and unjust (!) mode of forcing nature. He made a distinction between vegetables which aspire or grow into the air,—as wheat, apples, and other fruits,—and the base products which grow downward into the earth,—such as potatoes, beets, radishes, and the like. These latter he would not allow to be used. In the educational Newness there have been classifications of studies, just about as rational as the above, and scarcely more so,—for example, that hand work tends directly to the highest morality. One writer says, speaking of this kind of study, 'He (the pupil) is at the same time shaping his own character, and a tendency of mind is created from which will eventually result the loftiest and purest morality.'" He refers to that "highly etherealized education of which we hear so much, *viz.*: the idea that teachers should rise above the earth, and in cloud-land of visionary schemes seek to make children God-like at a bound. It is far more practical and useful to take things as they are, and first make those children manly and womanly, *and leave the image of God to come later.*" The italics are ours. Who the advocates of this "highly etherealized" education are, he does not tell us, yet he seems to think they are found in this city, for referring to the large number of pupils who do not go to school at all, in New York, Brooklyn, and Jersey City, he accuses certain theorists of not "providing for those pupils and teaching them to be orderly and clean, and to read and write. At least, the benevolent people of that metropolis are intent upon some educational experiments, at great expense, with a few hundred children, to see whether some form of physical training, for instance, will not make them God-like."

The entire paper is so full of misconceptions of what the sober advocates of educational reform wish, that we are forced to the conviction that the mystical clouds are not clearing away from the mind of its author, as he grows older, but rather increasing. His heart is as clear as a whistle—the difficulty is with his head.

IGNATIUS Donnelly said, before the Minnesota state association, that "education is a government within a government, for the benefit of the government." This is new. The word government is not ordinarily used in this sense, yet we see how it *very* properly could be. The governmental aspect of a school is a very important one. Children are trained by school laws, which may be either written or unwritten, to become obedient to higher laws. We live under the reign of law. It confronts us every step we take. Very few of the regulations we obey were ever enacted by legislative assemblies. They are common laws, made by the consent of communities, and obeyed because of social pressure. Take the law of table, street, and social etiquette as an example. No state steps in here, yet the laws we obey are as inexorable as those of the Medes and Persians. Every school has its code of unwritten rules, both outside and inside of the school-room, and those outside are often more rigidly enforced than those inside. This subject of law is a most interesting one.

DR. WHITE is reported to have said, at the institute mentioned above, that "there is no room for so-called manual training in public schools," and urged that "the short time which the majority devote to school life, should be taken up with mental training." No persons are more sincere advocates of mental training than the friends of manual training. Success in life depends upon education. It requires a trained mind to achieve success, and this training cannot be secured without the activity of the senses. These are the only avenues leading to and from the mind. It is impossible to conceive of thought divorced from the activity of the senses. Manual training is but another expression of education by doing, and this is only a variation of Pestalozzi's statement, that "observation is the absolute basis of all instruction." When we say that the hand is skilful, the eye quick and accurate, the ear correct, and the taste good, we mean that the mind possesses all of these qualities. What else can it mean? There is no such thing as thinking, or mental training divorced from sense training. Let our readers try the experiment of abstracting the virtues, such as justice and love, from sensible objects, and note the result. Justice is right acting between man and man. Love goes out to others from us and comes to us from others *in acts*. There is no such thing as abstract justice, or abstract love. All mathematical calculations, the most abstruse, relate to sensible objects. The reasonable demands of the times call for an education fitted to prepare our young people to meet what will be required of them, and manual training, as we understand it, is just the thing they need.

ONE of the most acute thinkers of the past generation was Lessing, and his best book is "The Education of the Human Race." His views were somewhat prophetic. He placed himself upon an eminence where he could see beyond the road which his times marked out. He maintained that light has always been in proportion to the ability of the human race to bear it. The prevailing thought of each age has been in harmony with the march of mind. He looks upon mankind as a collective being, animated with a light of its own. All great teachers taught all the people were able to learn, at the time they were instructed. Inspiration, or what we call intution, is at the basis of all progress. This has been the force pushing men onward and upward. He makes truth relative, not absolute. His central thought is progress, and his faith is full and decided, in the ultimate perfection of the race through educational forces. His style is sometimes obscure, but his thoughts are often grand. Thorough students of education will study him.

LORD STANLEY on his return to London, from a trip across our western country, tells a story about a captive found among the Blackfeet. She is a little white girl, nine years old. She was on a pony and Lord Stanley photographed her. She is treated with care and affection, but no one knows whose child she is.

WE have requests for exercises that shall entrap the public, and get money for libraries and pianos for the schools. We are unable to supply theatrical entertainments, but here is one, that took place in Scranton, that may be a suggestion to teachers who are indistress. Twenty girls gave, as an entertainment, "a milk stool drill." They wore white aprons, had black walnut milking stools (there were no cows), and went through a march and drill that pleased the audience very much. The leader talked to them like a grandmother; told them they were the "cream" of society. They sang several songs that gave much pleasure. Perhaps this hint may be utilized.

WHAT IS THE PURPOSE OF EDUCATION?

This is answered by asking: What is the purpose of human life? This is a vital question. Character has everything to do with success. It makes no difference what the work is, some sort of character must be established before it can succeed. This is a vital principle. Savage tribes make no advancement because they have neither character nor capacity. All they can do is to follow in the steps of their fathers, and following, with no desire for advancement, never has and never can develop character or capacity, and these are the only forces that can cause progress. The vital question then is, what is the spur to the development of these two essential qualities? and the only answer possible is, *the struggle for material existence.* This is not a low motive, for through it comes all that is good, true, and noble. But if this struggle for material existence is the end, then it is the most debasing thing on earth. If a man works that he may satisfy material wants, he is on the plane of a savage, though he lives like a civilized man. If all our efforts found their end and aim in giving us something to eat and drink, then we are not removed from the lower animals. They do nothing more than do this. But if we eat that we may be able to become informed by books, travels, thinking, and to doing others good, then we are living on altogether another plane. Character and capacity become motives for the struggle for material work, and the lower centers in its thoughts and ideals around the higher. This is civilization, culture. Anything lower is barbarism and savagery.

Now it is plain to see the *purpose of education*—not to teach boys and girls to get a living that they may be able to eat, drink, clothe themselves, and gratify their appetites. Whoever does this is educating boys and girls to become civilized savages. But the true teacher inspires his pupils with irrepressible desires to learn for learning's sake—to know for the very delight knowing gives, to be good, noble, true, useful, God-like, and well-informed, for the very delight it will be, and for the very joy it will give him to be good, noble, true, useful, God-like, and well-informed. Who then is the true teacher? It is plain to see. The plodder who crams for his pay, *as an end*, and makes his pupils plod for marks and promotion, and praise *as an end*, and who creates in his scholars no higher ideals than the getting of a living, is educating savages, but he who creates intense desires to be better informed, to travel, to know the world, to invent, to do good, is creating a class that will have character and capacity. This is the civilized class. This is the only class that has made the world what it is. But all this comes through the struggle for material existence, not as an end, but as a means to the higher end—*character and capacity.*

PRESENT NEEDS.

It is evident that many college professors and clergymen consider the public school a feeder for the college, whereas this is not its purpose at all. It exists on account of its own importance. The necessities of the community, and not that of the college, demand its support. All lines of educational work do not center in the university, but in the state. We need schools, so that the country may prosper, and this must come through the intelligence and virtue of the individual citizen.

We need higher schools so that those who can, may get a professional education. Every graduate of a thorough college stands on a professional plane. To all intents and purposes he is scientific; that is, he is prepared to become a specialist, and specialists rule the Nineteenth century. We are through with men who know a little of everything and nothing of anything in particular. Things now are brought to points, and upon these points the light of the world is concentrated. Universities recognize this characteristic of the age by providing optional courses of study, by means of which culture and point, can at the same time, be received. The medieval idea of education is dead, and a scientific idea has taken its place. We are living in a new world. The old one has passed away, and forever.

But somebody asks, is there anything new in religion? Not at all, but there is something new in the way we look at it. Religion is the common heritage of the world. Whatever leads the soul to the good, the true, and the beautiful *through God*—not gods, is religion. There can be no sectarianism here. The teacher who shows in his daily life and in his words the relation of the soul to its Author, and his benevolence, kindness, and love, and brings his pupils into this relation, is a teacher of religion—not of a sect it is true, but of the world. Here is an important point which we wish our readers would think of.

THE RESULT OF AN EXAMINATION.

A recent *Evening Post* contained three columns relating to the results of an examination of nearly 50 graduates and first-class pupils, of the public schools of this city, that has attracted wide attention. The principals have been much chagrined at the results, and the interest of the public in them. So many calls have come for this number of the *Post* that the supply is entirely exhausted. The School of Short Hand at Cooper Institute proposes questions to those who apply for instruction.

1. Write the year in Roman notation.
2. Write compound sentences using "veteran" and "patriotism."
3. How many motions has the earth? and what is the length of time for each?
4. What causes the change of the seasons?
5. Certain words were given for spelling.

Now we have no space here to give the results (one pupil wrote: "The earth has one motion which is round"): it is sufficient to say that every teacher who has spoken of them feels mortified. If the first question was not correctly answered, no great weight should be attached to that. That the second could not be easily and nicely done, is very discreditable—quite a number failed to do it. The answer to the third could only be given by a pupil who had had proper apparatus before him, and none had this. The fourth relates to a phenomenon that is right before us; it ought to be answered by every pupil in the grammer grades. As to the spelling, we don't think it demonstrates that they have not been well taught, because they miss some of the words given them.

We advise no efforts on the part of the teachers to fit their pupils for an improper examination. No matter what they do, some one can ask a question the pupil will fail on. But there are certain things every pupil should be able to answer who has been graduated from the grammar schools, or has been in the first class a year. Among them are: things in number, history; ability to write readily, to spell ordinary words (the words of their vocabulary); a fair knowledge of their own country and some knowledge of the world in general; about their bodies, and means of keeping health; what is right and wrong in general nature; use of objects around them; ability to draw and construct. Beyond this the pupil ought to fail; he does not go to school to acquire much knowledge. Still, why could not all reply to Nos. 3 and 4?

The annual New York "charity" ball of the famous four hundred, with twelve hundred of their friends, under the leadership of the renowned Ward McAllister, was a very "private" and exclusive affair. Wine flowed freely, and no policeman was present to enforce the law against serving strong drink to guests after one o'clock. Among the names of the *elite* who attended, published in the morning papers, we were unable to find a single teacher. Why was this? Are they excluded from "good" society? Here is a matter that ought to be investigated.

Robert Carter, the publisher, who recently died in this city, was a typical Scotchman, well educated, incorruptible, thoroughly intelligent, and stiff as a ramrod in reference to what he believed to be right. He gave the greatest attention to the details of his business. His ability of taking infinite pains was great, and his fidelity could not be surpassed. He was one of the largest contributors to "Appleton's Cyclopedia" in biography, history, and geography, and wrote many of its longest and most important articles, a thing that he would not have been asked to do by so severe a critic as George Ripley, if he had not had confidence in his intelligence and ability. We mention him as a worthy example to hold up before young men. What wins true success? How many Robert Carters are we training up to-day in our schools?

The funeral of Robert Browning was a remarkable one. It took place in Westminster Abbey. On the coffin were wreaths from Lord Tennyson and Miss Browning, the poet's sister. Many distinguished men were present. The position of the grave is within the angle marked by Longfellow's bust. The monuments of Chaucer, Edmund Spenser, Ben Jonson, Milton, Matthew Prior and Thomas Gray adorn the walls near by. The floor about the grave was covered with a black carpet, and the walls were hidden by a profusion of rare exotics, white, and pink, and purple. This was a worthy tribute to a most eminent thinker and poet.

Father McDermott, a Catholic priest, of Philadelphia, has written an article to the *Independent* in defense of the parochial schools, which has been widely approved by Catholics. It is said to be a fact that it is the settled policy of the Catholic Church, while arguing strongly in favor of parochial schools and of having public money applied for their support, not to ask immediately for any such definite division of the school funds. They recognize perfectly well that their own schools are not in a condition to allow the demand for such a division. The weakness and partial failure of these schools is plainly stated by Father McDermott. So long as they are in this condition they cannot ask for government support. There must be evidence that Catholics really want Catholic schools, and do not want the unsectarian public schools, before any prevailing argument can be offered for the policy of division.

It is our opinion that the time of the division of the public school fund is a great way off.

The "grip" has proved to be a more serious visitor than was expected. He first ran over Europe, prostrating the Czar, Lord Salisbury, and hundreds of thousands of others, before attacking us. We acknowledge his power, not one house escaping his presence. The death rate in this city has greatly increased during the past three weeks, mostly due to pneumonia, which comes as a result of the weakness and exposed condition of the system in which the disease leaves the victim. It comes suddenly and usually goes as quickly. There is no rigor, at first, but a series of chills, and a feeling of heat. Then comes feverishness, headache, weakness, soreness of the members, and stiffness of the joints. With care the attack soon passes away, leaving the victim no worse than at its beginning. We congratulate our readers who are through with it, and condole those who are now suffering from its presence.

Superintendent James MacAlister, of Philadelphia, a member of the board of trustees of the University of Pennsylvania, has recently sent a communication to Provost Pepper, outlining a university department of pedagogy. He makes the following points:

1. Instruction should include the history, science, and art, of education, and psychology with a discussion of organization, administration, and hygiene.
2. All persons possessing the necessary general education should be admitted.
3. Graduates of this school should have by law the right to teach in any of the schools of Pennsylvania.
4. Higher courses should be established for college graduates, leading to the degree of Ph. D.

The time is not distant when all universities will recognize teaching as a profession equal in dignity and importance, with law, medicine, and theology.

We ask all the friends of educational reform to stand with us—be shoulder to shoulder in this battle. There are minor points on which there will be differences of opinion, but concerning the great points there can be no differences.

We are all agreed as to what education should do for a child. Will some of our thinking readers tell us what some of these things are?

Timidity is an evidence of weakness, in a military campaign. Why not in an educational campaign?

Our watchword should not be destruction, but construction. We should not tear down without knowing how to build up. Anybody can destroy, few can build.

Foundation work pays, provided the foundation work is good, not otherwise.

No savage can make any use of learning until he is prepared to use it. The ignorant people of Central Turkey in Asia, worshiped the first fanning mill sent there. What else could they do? It was a wonder, but they didn't know enough to use it.

Who are wise? All who are not fools. There is no middle ground. No half-way work here.

ABSENT-MINDEDNESS.

A Study in Psychology.

The mind is never "absent;" it is always active, and at its post. We are often not conscious of its workings, but yet its work continues. Consciousness is one thing, mental activity altogether another. One day the Count de Brancas was reading by the fire in his study when the nurse brought a child newly born to him. The Count threw away the book and took the child on his knee to play with it. By and by a visitor was announced, and the Count, forgetting all about the child, and remembering only that he had been reading a book, threw the poor infant carelessly on to the table. What a mercy he didn't throw it into the fire! It is recorded of La Fontaine, noted for his absent-mindedness, that he once attended the funeral of one of his most intimate friends, and shortly afterward called to visit that friend. When reminded by the astonished servant of the recent death, he was first terribly shocked, and then remarked, "True, of course; I recollect now, I went to his funeral." It is said that a Scotch philosopher waded, unconsciously, into a mill pond, all the time thinking about the cause of the first cause. Benjamin Franklin took the white fingers of a little girl whose hand he was holding to poke down the tobacco in his pipe, and a German professor, thinking he had left his watch at home, took it out to see if he had time to return and get it. Stories like these are innumerable, and whether true or not show that the mind often works on, unconsciously directing the actions of the body.

The principal cause of absent-mindedness is *want of attention to things before us.* It can be intensified by cultivating abstraction, that is, drawing away the mind from attending to things going on around us. A student in college became so interested in demonstrating a mathematical proposition that he kept on, after the recitation had closed, and the professor and all the class had gone. Looking around, he was unutterably astonished to find himself talking to himself all alone in the room. It was a case of intense attention to the matter before him. It is a fact that both want of attention to the things at hand, and intense attention to these things both cause absent-mindedness. A class teacher, in a graded school, was recently so interested with her work that she did not hear the bell announcing the closing of the recitation, and went on entirely absorbed, until the next class came into the room, altogether to her astonishment. She was certain the bell had not been rung, but every member of the class declared that it had. Her confusion was great. Here was a case of excessive attention to work going on. Another teacher in the same building, at the beginning of a lesson, opened her arithmetic and went on for half an hour asking questions from it, altogether oblivious to the fact that the class was studying history. When told of her mistake she was greatly confused. Her mind was busy thinking about things outside of the school.

The cure for absent-mindedness is in the will and attention. Keep your eyes and ears open when awake! Don't go around oblivious to the outside world! The number of persons whom we meet talking to themselves in this city is increasing. Cause—excessive attention to business. The other day we met a man going down Broadway, evidently writing a letter while on his way to meet an engagement. He thought he was saving time, but he wasn't. We never save time by trying to do two things at once. Only a few succeed at this experiment. Napoleon was one of the few, and the Duke of Wellington another. General Grant was not he attended to one thing at a time, and then took up another. The few who *can* attend to two things at the same time have great powers of will, attention, and memory. The large majority have not brains enough to do it.

Another cure for this trouble is coolness. Self-possession is a good gift. Clear heads have power. Some people lose their wits altogether in a fire, and run around like chickens with their heads off, throwing looking-glasses and crockery out of the windows, and carrying bed-clothes carefully in their arms. They are made absent-minded by excessive nervousness. Keep cool! This is a cure for a hundred ills. It has saved thousands of lives. A teacher saved her whole school in this city, a few years ago, by keeping cool, even though the fire was burning up her room. The children were assured by her self-possession. She was the last one out, and all were saved, not even a book, cloak, or pair of rubbers lost. *That teacher was a queen!* There was no absent-mindedness about her.

HOW TO IMPROVE RURAL SCHOOLS.

By Supt. Thomas M. Balliet, Springfield, Mass.

The Teachers' Part of the Work.

Not all rural schools are poor; some are better than many graded schools in large cities. But yet it is true that the majority of rural schools are poor, and many of them so poor that it is a question whether they are better than no schools at all. The worst feature of poor schools is not that they leave the child in ignorance, but that they disgust him with books and with study. A child who has never been in school may be ignorant, and yet have a desire for knowledge that will lead him to reading and to study when the opportunity presents itself, but a child whose appetite for intellectual food has been destroyed is not only ignorant, but is forever alienated from books and from schools of any kind. The greatest merit of the old-time district schools, of which elderly folk have so much to say, lay in the fact that these schools lasted for only three or four months, and the children escaped from six to seven months of poor teaching every year.

What can the good teacher in a rural school do to improve these schools?

In the first place, let the teacher bear in mind that the reason that people, whether in cities or in rural districts, are satisfied with poor teaching, is because their ideal of what good teaching and a good school are is very low. The teacher must raise this ideal by doing good work in their midst, and thus make it impossible for a poor teacher to follow him (or her) and satisfy them. I have personal knowledge of instances where good teachers happened to be out of positions in the middle of a school term, and were willing to take a rural school in a backwood district for thirty or thirty-five dollars per month, rather than be without employment, and where such teachers by three or four months' work made it impossible for poor teachers to follow them. The result was that the salaries had to be raised in order to secure the talent which public sentiment thereafter demanded.

In the second place, the teacher must arouse an interest in his school among the patrons, or else his work will pass unnoticed, and fail to have its effect on the public sentiment of the community. He must bring his work to the knowledge of people.

How can this be done?

1. The local newspaper will be glad to publish school items. The teacher ought to take advantage of this means of reaching his patrons. No false modesty should prevent her from keeping her school before the people.

2. The people may get their knowledge of what is done in school from their children. This is the only source of information parents commonly care to have. They would not think of sending a child ten or twelve years old to a cotton mill, a shoe factory, or a blast furnace, and having him report on the general management of the concern, the efficiency of the superintendent, and the quality of the work done. But they will place implicit confidence in the judgment of a little boy of a teacher's work in training the human mind. This is very generally done, even in cities, by parents otherwise very intelligent.

3. The teacher may visit the patrons of the schools, and in this way find an opportunity of giving them clear and correct conceptions of what is done in school. This is very good as far as it goes; but a teacher ought not to spend a great deal of her time in making such pastoral visits, sh ought to devote her leisure hours largely to general reading and to social recreation.

Parent may visit the school and witness the work. Thi has b en advocated ever since the existence of public schools, and yet but a small number of people make personal visits to the school in a term of ten months. More than this, the very people whom the teacher is most anxious to reach do not come at all.

5. There is a way of reaching the patrons which I found very effective some years ago when I had supervision of rural schools. There is no reason why it should not be found effective in any community.

Men are busy during the day, and cannot find time to visit schools, even if they desire to do so. Consequently the way to get them to come is to have a session of school in the evening, when they are at leisure. Such session ought not to be held oftener than once a month, or once in two months. In backwood districts it is sometimes an advantage to call such meetings evening "institutes," rather than evening "schools." Many of the people do not know what an "institute" is, and mere curiosity will bring them. If the teacher wishes to reach any particular parents, and has reason to think they may not come, the way to bring them is to give a stanza of poetry to their smallest child in school, and have him declaim it. This will bring not only father and mother, but brothers and sisters and uncles and aunts. I have never known it to fail. Let the teacher, however, bear in mind that the object of the meeting is not to have parents come to hear declamations by the pupils, but to see her exemplify her work by doing actual teaching.

The nature of the exercises should be somewhat as follows:

1. There should be a little singing at the opening and at the close.

2. There should be a short drill in calisthenics, followed by a very brief explanation to the parents of the purpose of calisthenics. People in backwood districts usually regard calisthenics as a needless waste of time. If such exercises have been criticized in the community, no reference must be made to such criticisms.

3. There should be short lessons, or "recitations," in a number of the regular studies of the school. The lines of work should be selected with a view of interesting parents and removing false impressions from their minds. There may be lessons in reading, in arithmetic, in geography, in writing, in clay modeling, etc.

4. If the teacher wishes to give a lesson on "practical measurements," let her ask some carpenter in the neighborhood to bring his carpenter's square to the meeting. He will take pride in doing it. Indeed, the square may bring the carpenter to the meeting. Let her ask a farmer to bring his pint, quart, and peck measures along. Instead of regarding it an inconvenience he will be flattered that he is asked to help make the "institute" a success. The man who has the store at the cross-roads will be glad to bring a tape measure, and perhaps a pair of scales together with weights. A fourth neighbor will be glad to furnish a bushel of sand, for an exercise in measuring with the dry measures, and also for the purpose of molding a map in the lesson on geography.

Now the teacher has the means at hand for giving several interesting lessons on practical arithmetic and on geography. The men who have furnished her the "apparatus" will take special pride in the success of these lessons and will defend them when they hear them criticised afterwards. Indeed, after this no one in the community can criticise this kind of work without criticising these men. The teacher has not only made friends of them, but has made friends of them in a way that their own self-interest will oblige them to defend her teaching.

5. A lesson can be given to the more advanced pupils in writing receipts, bills, promissory notes, etc. This will strike people as "practical,"—as indeed it is.

6. Clay modeling, and with it lessons on the calculation of areas and contents of geometric surfaces and solids, may form one of a series of exercises for another evening.

7. It is essential that the meeting should close before the interest flags. If the teacher has the tact to say the appropriate thing, a few remarks from her at the close of the exercises, before dismission, may be of help, but no sort of formal "address" is in place. The important thing is to have people *see for themselves.* The teacher must spend the evening in doing genuine teaching in the most skilful way she can, not in efforts to explain to the parents what she is aiming at. If her teaching is skilful, they will see her purpose without much explanation.

By holding meetings of this kind about once in two months, or once a month, as the case may be, any community may be thoroughly aroused. My own experience has been that at the second meeting the school-house will not accommodate nearly all the people that come. I am confident that if a superintendent of rural schools would hold a series of such meetings during the year, he could waken up any district—he could raise even the dead.

Then, too, it would help in weeding out poor teachers. A very poor teacher could not survive such an operation. To do creditable teaching before a roomful of visitors requires some ability. Good, but very timid teachers, should, therefore, not be asked to conduct such schools, lest great injustice be done them. I have known very good teachers in schools under my own supervision who would never be able to do creditable teaching in my presence, but a few questions on various lines of work addressed to the pupils would reveal the merit of their work. A community, as well as a superintendent, can not be too careful in forming a judgment of a timid teacher's work. A superficial judgment is generally unjust.

A further means of interesting the community in the school, is to have a permanent exhibit of good work.

Let the walls of the school-room be "decorated" with specimens of penmanship, drawing, composition work, reproduction exercises in the different branches, maps drawn by the pupils, etc. A school-room ought to look like a workshop. Many a busy man would be willing to make a ten-minute visit to the school to see such an exhibit. He could get a very fair general impression of the work of the school, even on so short a visit; and the chances are that a short visit of this kind would soon lead to a longer one.

Another way of reaching the parents is to send them by the pupils specimens of their children's best work. A few lines of a little child's writing enclosed in an envelope with a pleasant little note from the teacher, speaking of the child's work, seldom fails of making a personal friend of the mother or father. I have known teachers to get a strong hold on a community by this little device alone.

I may remark, by way of conclusion to this rather rambling article, that teachers often weaken their influence, and consequently fail to arouse the community, by dealing injudiciously with troublesome pupils. The great mistake they make is not to make the acquaintance of the parents of a mischievous boy until they have an unpleasant message to convey. A teacher can always tell a month ahead whether she is likely to have trouble with a boy. The time to make the acquaintance of the parents is before the boy has committed a wrong, and when the teacher can speak well of him. The worst boy has some good qualities about him. These may truthfully be commended. Then, when the issue comes, the parents will be far more likely to take the teacher's part over against the boy, and sustain her in her means of discipline.

WHAT MAKES A SCHOOL?

An account of a recent visit to a school will enable us to answer this question. The building is excellent, costing at least forty thousand dollars. It is located in the center of a large lot surrounded by beautiful trees, and walks laid out with a view to beauty and convenience. While walking to the front door we passed a girl and a boy. We noticed that both of them stared at us with more than inquisitive eyes, and the boy was decidedly impolite. We did not remark this especially, thinking that these children were exceptions to the general class of pupils. Entering the building we found it in every way well appointed, and well kept. The halls were wide, light and high, clean and in good condition. The building seemed to be a model in almost every particular. On entering the principal's room we found him a polite and good appearing gentleman. His manner was mild, kind, considerate, and in every way he showed the gentleman he was. Soon he entered the large school-room. Instantly his countenance and manner changed. His face became drawn and stern, and his manner constrained. He was on his dignity. No pupil dared to speak to him, and he was not inclined to speak to any one. His manner towards his assistants was the same as towards the pupils. When he asked a question it was not done as though it was a privilege, but a right. He never said, "If you please," or "May I ask a question?" but broke in with a stern voice and a dictatorial manner. The manner of reciting was, after the old text-book method. The question was asked and the answer carefully noted, whether or not in the words of the book. In geography we heard the following: "What is the latitude of Liverpool? of Manchester? Dublin? Paris? Berlin? Rome?" The answers were generally correct, but no deductions were made from the facts, as to climate, opportunities for trade, character of the people, for the fact seemed to be enough. In arithmetic, many rules were correctly repeated, and examples given, especially were the "cases" in percentage discussed with great thoroughness, but it was all according to the book. History was little less than chronology, and not very good at that, although the dates of many battles were given and the commencements of eras told. The amount of "knowledge" was great as shown by the recitations. There was no reason to suspect that anything was fixed up, but the suspicion was strong that the facts told had been "recited" many times before. But of this we gained no information. When the school closed in the evening the military order was observed, and the form rigidly required. At the first tap of the bell all rose; at the second, all turned; at the third, the first section passed out; and so on, until all had gone. The principal kept his coolness, and distance until the last pupil and teacher had left, and then he hanged his attitude, and became affable, polite, kind, and considerate. We took tea with him, and found his family a most delightful one. We discussed many subjects, but education was not mentioned. He takes no educational papers, and reads no educational books. His forte is in the text-book line. Now what were the faults of this school? We will give them as they occur to us, so that we can answer the question, "What makes a school?" by contrast, showing what does not make this a school.

This school is not building up character. It is making text-book plodders, and men who will unthinkingly obey what they are commanded to do, but it is not making intelligent, thinking men and women. Independence of thought and action is not cultivated here. This is a very serious defect, in this age, when success in any work calls for individual thought.

This school is not making scholars. To know a thing is one thing, but to know how to use a thing is altogether something else. To know that London is in lat. 51.5°N. and long. 0.5W, is in itself of little use, but to be able to draw some valuable inferences from this fact is of great use. The value of an education may be summed up in three particulars: 1, accurate and quick observation; 2, good judgment or reason; and 3, power of correct generalization. This school touches the first of these particulars a little, but the second and third hardly at all. So it is that this school is not making good scholars.

This is not a school because it is immoral in the motives it touches. The moral motives are all based upon freedom of intellectual and spiritual action. Coercion without freedom leads directly to wrong action. A child must choose the right on his own motion. A school law must contain within itself the *motive* for its obedience. This was the virtue in Solon's laws, and this is the force leading to the obedience of all good laws. *A child cannot be driven into being good.* He must wish and then try to be good.

This school takes no note and gives no attention to progress. It stands alone. The great republic of teachers is not valued. There were no educational books, papers, or literary magazines in the school. The teachers were entirely ignorant of the work of Pestalozzi, and couldn't tell much about Horace Mann. Of the present educational revival they knew little or nothing. They had heard of manual training, and thought of it as a "cranky" invention to obstruct mental culture.

This school is sadly deficient in its order: in fact, it is one of the most disorderly schools in the country. This is in spite of its almost faultless military drills and movements. Order in school work is not what machine men would call order, but it is what the government calls it. The rules of this school are many, in a good school they are very few. A poor school is governed from without, a good school from within. This school is governed from without, and so has poor order.

TEACHERS' MEETINGS.

An earnest teacher was secured for a school that was not so earnest; that was the reason why he was selected. He had one gentleman and nine lady assistants; all but the former had been in office for some years. To his surprise they came to school with crochet work in their hands, and worked away for dear life during all the spare moments that could be snatched from recitations.

This teacher notified his assistants, that a teachers' meeting would be held on Friday afternoon, and dismissed all an hour earlier for the purpose; all (except the vice-principal) were there, and the crochet work was in full progress. He began to speak, and how the needles flew. Not an eye was raised to his; the crochet work held them spell-bound. The poor man was confounded!

After the meeting was over various remarks reached his ear—of course they were intended to. "Teachers' meetings were of no use," "Wasted all the afternoon," "Sha'nt come again," etc. At last crocheting was forbidden! An order of the board was necessary to keep the meetings up.

Another superintendent found his teachers had joined a class to learn to paint pottery. As soon as school was out, away they went to this class; no one was kept in on those afternoons. When he proposed a teachers' meeting, a storm of resistance was encountered. What, spend their time to learn more about teaching! Perish the thought! But the board decreed the meeting, and they revenged themselves by sitting in sullen silence. After two or three such meetings, however, a better spirit prevailed, and they consented to purchase Welch's "Talks on Psychology," and to study it; then Johonnet's "Principles and Practice of Education" followed.

What the teacher does with his spare time is important, most important. A teacher in Florida received $300 per year, and so utilized her spare time that she was invited to Atlanta at $650. It would seem that every teacher would feel the importance of so using the time, that he would be stronger educationally week by week. The earnest teacher is continually asking, "What can I do that will enable me to be more of a power in the school-room?" This is right. She lives by her knowledge of education.

Once there was a man who lived by driving a truck; of course he fed his horse well, for the horse made the money. We stop; the moral is plain.

THE HIGH SCHOOL.

By Supt. H. S. JONES, Erie, Pa.

The idea that the high school, as a part of the system of public schools, is an isolated affair, more or less out of sympathy with the lower grades, an institution whose special high duty is to prepare students for colleges and universities, and next to it, the graduating of a class that shall give glory and honor to all interested and concerned, is misleading, and tends to impair the usefulness of the high school, and to weaken its hold on the community.

Too often the high school has drifted away from its every-day duties and created an educational gulf between itself and the grades below. This comes from taking a narrow view of its sphere of action. The average high school sends but few of its graduates to the higher institutions; most of the young people that finish the course consider their school education finished, and they pass eagerly on into the busy pathways of the world's occupations, with the American spirit that loves "to labor" more than "to wait." Then, the number that graduate yearly is but a small part of the number that is admitted each year. For the same reason that pupils drop out of the grammar grades, many high school students leave after attending from one to three years.

Nothing is plainer than that the work of the high school centers around the great body of pupils who never finish the course of study—the early fruit of the school.

The high school should (1) give the best of help to those of its students who for various reasons leave before graduating; (2) afford thorough instruction to those that hold on and finish the course; (3) satisfactorily prepare the few who seek to enter higher institutions. Hence its course of study must necessarily be broad, elastic, and liberal, and its corps of instructors blessed with scholarly culture, and capable of skilfully imparting what they know.

FRESH AIR.

Last week a gentleman started with a car-load of valuable horses from central Pennsylvania. When he reached his destination at Newark, N. J., he found them all dead, except one. Cause want of air. Last December a school-room was full of sleepy pupils. They seemed to be dullness intensified. Cause want of air. No one died, but there were many children whose pale looks and sleepy expressions showed a sad lack of mental vigor. In that school two pupils had scarlet fever, one of whom died; three were very sick with pneumonia, one of them died; thirty suffered from severe colds, and nearly all complained more or less of headaches, and the teacher's health was poor. Fresh air is a thing unknown in that school. The teacher either don't believe in it, or he is ignorant of the way to get it, or he don't care. How many school-rooms are like this in the country? We fear there are many. Teachers, look out for the deadly enemy, foul air. It kills like arsenic, but look out how you let cold air in drafts upon the heads of your pupils. In avoiding Sylla don't run into Charybdis. It is easy to keep any room filled with the purest kind of warm air, and no one in the room know how it comes in or where it goes out. Facts concerning ventilation, its importance, and means of getting it, have frequently been published in the JOURNAL. Every teacher should be acquainted with them.

CHILDREN need to be taught *how to mature*, middle aged people *how to grow old wisely*, and the old *how to die gracefully*. Maturity—wisdom—grace—this is all. What can be more?

Take some carpenter's chalk (blackboard crayon is not chalk, but is "plaster-of-Paris"), put it into some dilute hydrochloric acid (about 10 parts of water to 1 of acid) in a bottle. Gas is formed abundantly, which bubbles up through the liquid and fills the bottle above. Plunge a lighted splinter into the mouth of the bottle. It is immediately extinguished. Invert another bottle over this, and test its contents with lime-water. It turns milky, showing that carbonic oxide is formed.

—JOHN F. WOODHULL.

THE SCHOOL ROOM.

Under this head will be found practical suggestions dealing with the subjects of instruction in the school:

Jan. 4. LANGUAGE AND THINGS.
" 11. EARTH AND NUMBER.
" 18. PEOPLE AND THE PUPIL'S SELF.
" 25. DOING AND ETHICS.

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OBSERVATION LESSONS, WITH SIMPLE EXPERIMENTS.

By JOHN F. WOODHULL, Professor of Natural Science in the New York College for the Training of Teachers.

V.—HARD WATER.

We have made hard water by scraping a little chalk into water and passing breath into it until some of the chalk was dissolved. This suggests how natural waters might become hard. All the animals that live in the world contribute "chalk-gas" to the atmosphere by the process of breathing.

We kept some flies in a bottle for a whole day, and when a little lime-water was added it became milky, showing that flies breathe out "chalk-gas."

We kept a small fish in some water and when lime-water was added there was a milky appearance, showing that gill-breathing animals produce this gas in respiration.

"Chalk-gas" is supplied in large quantities to the air from many sources other than the respiration of animals.

It is absorbed in large quantities by plants, and, by some means, many of the natural waters are charged with it. These waters flowing over rocks which are similar to chalk, called lime-stones, dissolve a small portion of them and become hard water. "Soda water" is merely water with a large quantity of this gas compressed into it. Suppose we should boil "soda water." The children said the heat would drive the gas out of it. Suppose we should put a little chalk into "soda water." They said it would dissolve and make hard water. Now suppose we should boil hard water. The gas would be driven off and the chalk would no longer be dissolved. There would be a milky appearance. Experiment 11. We boiled, in a tin cup, some of the hard water obtained in experiment 9. It gradually became turbid and was poured into a tumbler to exhibit to the class. Upon standing, this white powder settled upon the bottom of the tumbler. This represents the crust which is formed upon the bottom and sides of vessels in which hard water is frequently boiled or evaporated. Vinegar or an acid put into such a vessel dissolves the crust with effervescence in which "chalk-gas" is liberated.

When natural hard water evaporates a similar deposit is formed. Such water dripping from the roof of a cave leaves pendants formed of this deposit, called *stalactites*. The same deposit formed by the dripping of the water upon the floor of the cave, goes by the name of *stalagmites*.

Hard water trickling over the sands leaves this deposit to cement them into a kind of sandstone. Mortar made for laying brick and plastering wall is an artificial sandstone of this kind. Sand is mixed with freshly slaked lime, and the lime gradually becomes chalk, by absorbing "chalk-gas" from the atmosphere, thus forming a sandstone which is often quite as hard as the bricks themselves. The following experiment showed how greedily freshly slaked lime absorbs "chalk-gas."

Experiment 12. We collected an eight-ounce, wide-mouthed bottle full of "chalk gas," after the manner described in experiment 6. We then added water to lime until it made a rather thick paste, and put two or three tablespoonfuls of this into the bottle of gas and tied over its mouth a piece of rubber cloth, such as dentists use. The rubber cloth was slowly drawn down into the mouth of the bottle, and in about twenty minutes it suddenly broke with a loud report. The experiment suggested some questions about the pressure of the air, but its main purpose was to show that freshly slaked lime absorbs "chalk-gas."

Thus, when whitewash is put upon walls it slowly changes to a thin layer of chalk, and the plaster which constitutes the rough wall, is composed of sand cemented together by chalk, with hair mixed in it to make it more tenacious. The mortar which is put between the bricks in the wall is the same as the plaster excepting the hair.

The bricks themselves are composed of sand and clay cememted together by the clay, while the mortar between the bricks is composed of sand and chalk cemented together by the chalk. Hence a brick wall may be looked upon as a wall constructed of artificial sandstone.

Cement, used for the floors of cellars and inner linings of cisterns and aqueducts, is generally a mixture of clay and chalk, which is dug from the earth. This is roasted until the chalk becomes lime. The mixture of sand and lime is ground to a fine powder and put in barrels for the market. When water is put with this, the lime slakes and slowly absorbs "chalk-gas" from the atmosphere, becoming chalk again.

Thus the hardened cement is doubly tenacious, since it is composed of clay and chalk, one of which cements sand together in the brick, and the other cements sand together in mortar.

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HOW MECHANICAL DRAWING REPRESENTS.

By ARTHUR WESLEY CHASE, Professor of Mechanic Arts in the New York College for the Training of Teachers.

An indispensable part of one's education is the acquirement of the ability to readily and correctly express one's thoughts. This expression may be made graphically in two general ways, drawing and writing, of which the former is the older and more nearly universal. Expression through drawing gives evidence of observation, thought, and reasoning, and the fact that it necessitates the exercise of these faculties on the part of pupils renders it valuable as a factor in school work. It is found, too, that constant observation develops the judgment, and that the power of imagination is early brought forth and strengthened. Moreover a knowledge of drawing carries with it the ability to read the thoughts of many of the greatest minds that have existed. Representative drawing which expresses the apparent size and form of objects, is the primary method of graphic description. As the mind through observation and comparison realizes that the power to exactly delineate the facts of an object or idea is not intuitive, a method is sought to supplement the deficiency. The result is constructive drawing, but as this depends upon processes more or less inexact and incomplete, the results are still unsatisfactory. If, however, resort is had to appliances for accomplishing the work, that is, if mechanical drawing is executed, the results are almost exactly descriptive and are in comparison quite satisfactory. So far is this true, that elaborate and costly constructions may be conceived, depicted, and examined, without ever having existed in concrete form. A notable illustration of this is afforded in the action of the U. S. Patent Office which a few years ago abolished the requirement that a model of the invention should be filed with the application for each patent, demanding instead only drawings.

It will be seen by inspecting a representative drawing that the parts of the object are shown, neither in their true form nor size, nor are their relative positions correctly indicated. It is the office of mechanical drawing to correct these errors, and though it may seem at first thought impossible to correctly picture three dimensions in their proper relations, on a medium having but two dimensions, such is not the case. The method adopted is to assume that two or more views of the object are taken from positions, such that the lines of sight for the different views, shall be at right angles to each other. The assumption is also made that for each view the lines of sight are parallel, not converging as in representative drawing. These views are so placed upon the paper that a center or base line of two adjacent views shall be formed by the same straight line. This conception may be easily and clearly illustrated by the use of three rectangular pieces of window glass so hinged together as to form the top, side, and end of a box. Let a sphere be placed within the box upon which—with brush and India ink—the outline of the sphere is then drawn as seen from each side. Then spread out the glasses on a table, or other plane surface and the drawing will appear as in the following diagram (see fig. 1), in which the rectangles represent the glasses and 1, 2, 3, are the top view, front view, and end view respectively, of the sphere.

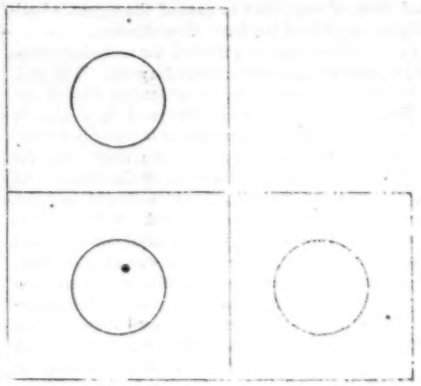

FIGURE 1.

This arrangement of the views will be found to accord with the best practice, and with these three views the facts of all but very complicated objects can be fully described. Frequently but two views need be shown.

The sizes of the glasses are supposed to be increased indefinitely to correspond with the size of the object, but as the only parts of their outlines put to any use are those which separate the views, only those parts need be drawn. This diagram teaches the primary steps in delineating a mechanical drawing, namely, certain parts of the paper are set aside for certain views by drawing two lines intersecting perpendicularly. Within the angles thus formed the top view appears above and in front, the front view appears below and in front, and the end view appears below and at one side.

Returning to the glasses, let a right cone be placed beneath them and its outlines drawn as in the case of the sphere. Also draw a horizontal line in the front and end views to represent the surface upon which the cone stands, and connect the different views of the apex by the shortest lines possible, all these lines being produced indefinitely. Upon spreading out the glasses the following diagram appears (fig. 2), to which letters are affixed for convenience.

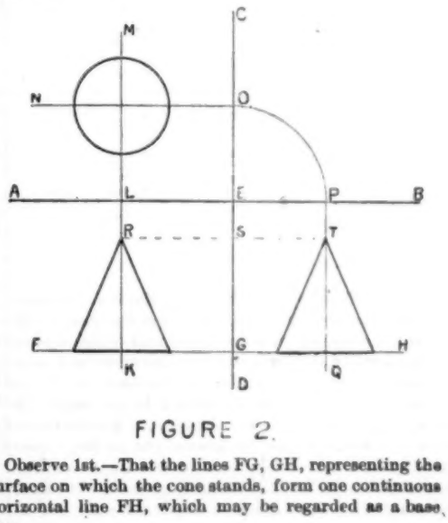

FIGURE 2.

Observe 1st.—That the lines FG, GH, representing the surface on which the cone stands, form one continuous horizontal line FH, which may be regarded as a base line.

2d.—That the lines KL, LM, joining the front and top views of the apex become a continuous vertical line, KM, which is a center line for those views, since the cone is symmetrical, with regard to a line passing through the vertex perpendicularly to the base.

3rd.—That the lines NO, PQ, joining the top and end views of the apex are not continuous, but the parts are situated at right angles to each other, and that each part forms a center line for the view in which it lies

4th.—That since O and P were originally (that is, when the glasses were closed) one and the same point, they are equally distant from the point E, and may therefore be connected by an arc of 90° struck from the point E as a center, and having the distance EO (EP) for a radius.

5th.—That the top view of the apex is vertically over the front view of it, and in a similar way the top view of any point or part of the object is vertically over the front view of same.

6th.—That the end view of the apex is horizontally at one side of the front view of it, and in a similar way

the end view of any point or part of the object is horizontally at one side of the front view of same.

From these facts may be gathered the secondary steps towards constructing a mechanical drawing. The positions of the views are fixed by assuming two of the main lines (center lines, center line and base line, or such lines as are naturally prominent if the object is not symmetrical) for one view, and one main line for another view, which fixes both the main lines in all views. Upon these main lines, which should be light, full lines, one view is then constructed. It is usual to begin with that view which gives the most complete and accurate information. From this view, and other data, either given or assumed, the remaining views are then constructed. Dimensions of horizontal extension—length, we will say—may be transferred from the top to front view by means of the T-square and triangle in combination, giving vertical lines. Heights may be carried from the front to end views by horizontal lines drawn with the T-square alone. The third dimension—width, also a horizontal extension—appears in both the top and end views and may be transferred from one to the other by means of the compasses and triangles with T-square, in just the same way in which the position of the end view center line was fixed. In mapping out these dimensions the connections between the different views of the same point are indicated by dotted lines. (See line RT in fig. 2.) As soon, however, as the method of transferring dimensions has become somewhat familiar, it is well to dispense with the dotted lines, for they detract from the clearness of the drawing, especially if it is at all complicated. (See fig. 3, in which the dotted lines are drawn between the top and front views, but omitted between the front and end views.)

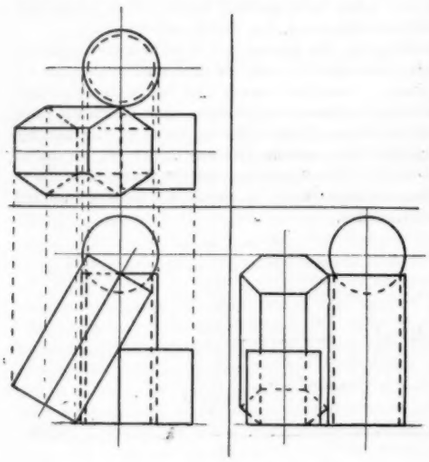

FIGURE 3

Figure 3.—There remain then only the lines separating the views and they are very soon abandoned. It will be remembered that the horizontal center line of the top view and the vertical center line of the end view are one and the same line; therefore, dimensions laid out from it in one view, are duplicated in the other. It has been explained that these dimensions may be transferred by means of the compasses, but as they were originally laid out in one view by the scale, so in the other they may be laid out in the same way. The lines separating the views are now dispensed with, for as they serve no purpose there is no occasion for them, and in placing the views it need only be borne in mind that the top view of any part is vertically over the front of view of the same, while the end view of it appears horizontally at the right or left of the front view. In the same way, however, that the compasses were abandoned for carrying dimensions from the top to the end view, so the use of the T-square and triangle for a similar purpose may be given up, and the use of the scale substituted. In fact, this is almost invariably the case in practice. It will be readily seen that the drawings of many objects, if made full size, or to such scale as to convey any information, would be of such proportions as to preclude the possibility of placing more than one view on a sheet of convenient dimensions. It is customary, in consequenee, to draw the center lines without much regard for the positions of the views, entire reliance being placed upon the scale for correspondence of dimensions in different views of the same part. Where separate drawing boards are used, there can be no placing of views. Nevertheless, though some of the machinery of the processes of mechanical drawing is dispensed with, the substance is kept, and the different views if brought together could be placed so as to correspond in all details with the elementary arrangements here given.

LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

There is no lesson more difficult to teach to children than the lesson of exact truthfulness. Even when children mean to speak the truth they very often do not know how. Their statements are so distorted by their imaginations that it is very difficult to extract the kernel of truth from them.

How seldom this lesson is well learned, we realize when we read the testimony of people upon the witness stand. How few are able to state clearly and exactly what they have heard and seen. How easily they are thrown into such confusion that they do not know what they do know. Exact truth-telling is a very rare accomplishment. Whatever tends to teach the children to tell the exact truth, and not what they think may be truth, will not only help them to learn to love the truth, but will help to give them the mental accuracy that can never be gained by one, who has never learned to be exact in stating facts.

The following exercise has been found helpful in teaching little children just what they know, no more, no less.

Teacher (*clasping her hand and placing it back of her*)—Tell me, children, what I have in my hand, but remember that this is not a "guessing" lesson. You are to tell only what you know. Fred may tell.

Fred.—You have a pencil.

Teacher.—Why do you say that I have a pencil in my hand?

Fred.—Because I saw you have a pencil a little while ago, and I haven't seen you put it down.

Teacher.—That is a reason for thinking that I may have it now; but do you know that I have not put it down?

Fred.—No, ma'am, I don't know.

Teacher.—Then you are guessing, and I said you were to tell me only what you know. Harry may answer my question.

Harry.—I think you have a pin.

Teacher.—I did not ask you to tell me what you think, but what you know. John may tell.

John.—You have a piece of chalk.

Teacher.—Why do you say so?

John.—There was a piece of chalk on your desk a while ago, and it isn't there now.

Teacher.—Move that book and look again. Do you see the chalk?

John.—Yes, ma'am, I see it now, but I didn't before. I thought you had it.

Teacher.—You thought! Please tell me what you know. John may tell.

John.—You haven't anything.

Teacher.—Why do you say that I haven't anything?

John.—I didn't see you take anything.

Teacher.—Is that proof that I have nothing in my hand?

John.—No, ma'am, it isn't.

Teacher.—Then you are guessing. Fannie, perhaps you can tell me only what you know. What have I in my hand?

Fannie.—I don't know.

Teacher.—That is the right answer. None of you know, and the only truthful answer to my question that you can make is, "I don't know."

I wish you would all try, always, when you are trying to state facts, to tell exactly what you know, and no more. Children, and grown people too, often state, as facts, things that they know no more about than you did, when you tried to tell me what I had in my hand. It is right for you to tell what you think about things very often, when you do not know, but say that you think so, not that it is so. Try to form the habit of being very sure that what you tell is really true. Never tell as truth what you do not know to be truth. If you will obey this rule you will save yourslves and others much trouble, and will learn to love truth.

"A PUPIL comes to us as a bundle of inherited capacities and tendencies, labeled "from the indefinite past to the indefinite future:" and he makes his transit from the one to the other through the education of the present time. The object of that education is, or ought to be, *to provide wise exercise for his capacities, wise direction for his tendencies*, and through this exercise and this direction to furnish his mind with such knowledge as may contribute to the usefulness, the beauty, and the nobleness of his life," —JOHN TYNDALL.

TWO WAYS OF TEACHING MORALS.

First way.—An incident—a boy had told a falsehood. This was so grave an offence that the teacher determined to make him a public example, as a warning to all other sinners who might be tempted to commit a like offence. In order to make this a first class case she recited all the circumstances, so that the majority of the pupils, who had not heard of the sin, could be thoroughly informed. The time set for the "trial" came, the boy was made to face before the whole school, and the recital commenced. No trace of sympathy appeared either in the teacher's manner or voice; on the other hand, she appeared hard and unfeeling. The impression upon the school was that she was rather glad to make this incident a text on which to preach a sermon. The culprit was lectured most thoroughly, the enormity of the sin of lying was pictured, and the name of God, as an all-seeing punisher of evil-doers, clearly placed before his eyes. There was no corporal punishment, the lecture and scorn were more severe than any whip could be. His sense of humility could not be greater than it was. The boy went to his seat, feeling that he was an object of the scorn and detestation of the entire community. He could not have felt worse had there been a placard pinned to his back with the word "LIAR," printed upon it in large letters. He was not sorry for his sin, neither did he determine to reform any of his bad ways. He only had an unutterable sense of shame and degredation, which soon degenerated into a feeling of anger and then hate. In this condition the "trial" left him.

Second way.—At about the same time the incident just mentioned occurred, in another school, in a neighboring village, another boy had told a falsehood. The teacher in charge of this school was not like the teacher just described, for she did not look upon offenders as persons to be punished, but as boys and girls to be trained, so as to become good and efficient men and women. As soon as she knew that one of her pupils had been guilty of a grave offense, she at once commenced studying how he could be reclaimed, and *educated* so as to make a useful man. On inquiring into the circumstances of the case, she found that there were no mitigating circumstances connected with it. Her pupil had told a deliberate, wilful lie. What should she do? What could she do? The thought of making a public display of the offence and offender did not occur to her. After an almost sleepless night she adopted the following course. First, she would talk with the boy; second, she would bring the one to whom he told the falsehood face to face with him. She would show both what a terrible thing a lie is, how unreliable it made both a boy and a man,—nobody could believe him even when he told the truth; he would be distrusted at home, in school, and in the world. One lie needs another, and this another, and these many others, until in the end a man would become a liar all through, and in the end a poor, despised, miserable being. She said that even God—the great, good, loving God—could not love liars, and he could not have them near him. The teacher's heart was full, so full she could hardly find words to express her thoughts. When she had carried out her plan, she found that her triumph was complete The poor boy broke completely down. He felt the enormity of his sin. His mother said afterward that he cried all one night and could not be comforted. Why? Because, as the poor boy said, "I am a miserable sinner, a poor miserable liar." That boy was never known to tell anything but the exact truth after that.

IS THIS SO?

"A question paper, or a question-book, is always out of place in the hands of either teacher or scholar in a Sunday-school class. Unless a teacher knows his lesson well enough to be able to ask his scholars about its facts and its applications without using a series of printed questions for that purpose, he is not prepared to teach that lesson. And if a scholar is interested in his teacher's words as he ought to be in the class hour, he will not want his attention diverted, or divided, by the words of a printed lesson-help. It may, however, be well, in some instances, for a scholar to make a note during his lesson-study at home, of such points as he would like to question his teacher about; and those notes can be used by him for reference in the class, without any disadvantage as would result from the use of a printed lesson-paper. It is a teacher's duty to know his lesson before he tries to teach it; but a scholar is not bound to know in advance all that his teacher has to teach him. Hence, while a teacher has no right to depend on another man's printed questions in his class-teaching, a scholar may be the gainer by making a note of points that he would like information about."—*Sunday-School Times.*

We think it is the square truth. How will those like it who hold a book and look at both questions and answers day by day, and have done so for many years?

CORRESPONDENCE.

DOUBLE LETTERS IN SPELLING.—How should two letters of a kind be pronounced in spelling? Is "book" spelled *b-double-o-k*, or *b-o-o-k*? C. S. COREY.

Because "rabbit" must be spelled *r-a-b-b-i-t*, owing to the separation into two syllables, it is now thought better to use the same method throughout, and say *b-o-o-k*. The older way, *b-double-o-k*, is not incorrect, but the uniformity of the other makes it gain ground, and it will probably become universal.

POSSESSIVES.—1. Please inform me whether it is correct to say in oral spelling, *double e* or *e-e*? 2. How do you form the singular and plural possessives of Collins. 3. How are they pronounced? WM. M. A. AND PRIMARY TEACHER.

1. See answer to C. S. C. above. 2. The possessive singular is Collins's. The possessive plural is Collinses'. 3. They are pronounced alike. There is authority for the possessive singular Collins', but we do not consider it as correct as the other. Nor do we know how those who write Collins' would have it pronounced.

BRAZIL.—1. Are all the South American states republics? 2. Is the condition of Brazil likely to be improved by the change just made? R. R.

1. Except the Guianas, which are European colonies, all of the nations on the South American continent are now, in name at least, republics. Brazil would not, however, be classed as a republic by the political scientists, until such time as the party now in power has obtained a justification of its acts by a vote of the people. At present the government seems to be a military despotism tempered by good intentions. 2. A republic is not always the best form of government for a given population. In Brazil the people are scattered over an enormous territory without proper means of intercommunication, without any general system of education, and with a vast amount of ignorance among the Indians, the negroes, and even the whites. It is very doubtful if such a population is capable of self-government. But the firm believers in universal democracy say that the only way to make them capable is to entrust them with the power. This Dom Pedro was gradually doing before the revolution of 1889.

COMPULSORY EDUCATION.—I think it is a mistake to say that no state has yet adopted compulsory education. I notice in the Detroit *Tribune* of Jan. 8, that at Shelbyville, in Illinois, a mother has been fined $5 and sent to jail because she was too poor to let her boy go to school, the child being needed at home. Michigan has a similar law, and I think Massachusetts. W. C. H.

Compulsory education of children may be advisable; but we cannot see the propriety of locking up parents as a means of enforcing it. Wherever it is attempted, we should expect to find a charitable society at work to relieve those parents who are deprived of their children's services, and are in absolute need of them.

LANGUAGE.—In teaching the words *a* and *the* to a first year grade should they be pronounced ā or ŭ, thē or thŭ?

Why not teach them what is correct? Look in your dictionary and do as that says. If a word has two pronunciations, up to what age would you advocate concealing the fact?

COINAGE.—1. To what amount are the silver pieces legal tender? 2. Is silver used in the alloy of gold coins? 3. Are five-cent silver pieces coined now?

1. Up to $5 all silver pieces are legal tender, with these exceptions: the standard dollar is legal tender to any amount, and the trade dollar is no longer legal tender at all. For the others, therefore, $5 is the limit. 2. Gold coins of the United States are nine parts gold and one part alloy; this alloy is supposed to be copper, but the gold ore contains, as a rule, silver which it is very expensive to eliminate. This, called "residual silver," is allowed to count as alloy, up to one-tenth part of the alloy, or one-hundredth part of the coin. Theoretically, therefore, gold coins do not contain silver; practically, they have a very slight amount. 3. They are not.

FRACTIONS.—1. Why does multiplying the numerator of two-fifteenths by 3 multiply the fraction by 3? 2. Why does dividing the denominator do the same? J. R. S.

1. Suppose you had said two cows instead of two-fifteenths—would the reason not be plain? Think it over.

2. Take a strip of paper and divide it into fifteen parts. Then emphasize or blacken each third mark, making divisions into fifths. With this as a basis, you should be able to explain why fifths are larger than fifteenths in the proportion of 5 to 15, or 3. Then all is plain.

DECISIVE BATTLES.—Please tell me what are "the fifteen decisive battles of the world." M. H.

1. Marathon; 2. Syracuse; 3. Arbela; 4. The Metaurus; 5. Victory of Arminius; 6. Châlons; 7. The battle of Tours; 8. Hastings; 9. Orleans; 10. The defeat of the Spanish Armada; 11. Blenheim; 12. Pultowa; 13. Saratoga; 14. Valmy; 15. Waterloo. These are according to Creasy, author of "Fifteen Decisive Battles of the World."

THE THREE R'S.—What are "The Three R's," and who is the author of the expression? H. A. S.

Reading, 'Riting, and 'Rithmetic. The phrase is credited to Sir William Curtis, who was Lord Mayor of London in 1795. At a dinner, he once gave the toast, "The Three R's." He was not an educated man, but he did not suppose that his orthography was correct.

THE AMERICAN FABIUS.—Who was called the American Fabius, and why? S. J. M.

Washington was so called because he had the same policy as the Roman general, Fabius. He wearied the English by harassing them, without coming to a pitched battle.

EDUCATING THE INDIAN.—J. S. D., is informed that Senator Moody, of South Dakota, is preparing a bill which he will introduce in Congress, to change the present system of educating the Indian. His plan is to have the Indian children educated at home. The effect of the Carlisle school and the other Eastern schools for Indian children is not at all good. If the Indian boy survives the change of climate, he returns to his tribe filled with the ideas of civilization which have been taught him in the school. He is clean, dressed in the garb of civilization, and his whole standard of life is on a different plane from that of his people. His changed dress and his changed ideas are ridiculed by every one in the tribe. With hardly an exception, the boys who have been educated in the East have fallen before the derision of their people, and, in their effort to show their manliness, have sunk into deeper barbarism. What is wanted is to bring the school to the Indian, instead of taking the Indian to the school. If an Indian child is put into a school while he remains in the tribe, his fellows see the development from day to day. There is something in this; but in few places could a school be maintained. We don't agree with Mr. Moody except to say, that if there be an Indian village large enough to support a school, to try the thing out there.

MR. MEIKLEJOHN, of Scotland, has recently been lecturing on literature *versus* books. He counsels thus: Let young people resolve to read as little as they possibly can, and to "read what is the best, what is worth storing in the memory, what is worth learning by heart. Let them shun the stupefying influence of the modern demand for aimless, promiscuous, debilitating, and vapid reading. Let them look for that which forms, sustains, and perennially delights. Clear feeling, deep enjoyment are what they want. With these they have literature; without these they have only a semblance of speech. Let them in literature shun mere acquaintances—let them form friendships. No man could expect to have a hundred friends, and so, no man, especially in these crowded times, could know, thoroughly and well, more than five or six good books." We commend these wise words to the attention of those teachers who are trying to direct the reading of their pupils.

THE other day in passing two well-dressed ladies, we heard the words, "them is." We formed our judgment of those ladies. How many times we hear such expressions as "go fetch," "latter end," "continue on," "converse together," "new beginner," "return back," "rise up," "sink down," "they both," "more perfect," "seldom ever," "almost never," "feel badly," "united together," "an one," "over again," "repeat again," etc., etc. There is a field here for thought. Rules will never correct such contradictions as these—it needs a little common sense.

Tell the pupils about the Indian sign language. There are seventy-three languages and eight hundred dialects spoken by the American Indians, yet all the tribes understand the sign language, equally well. Chief Natchez, of the Piute tribe is an adept in the sign language. In Washington city some years ago he held a consultation by signs with the best experts, in which he gave an account of the troubles existing at that time with some bands of renegade Indians up near the Oregon line, describing a trip he made to the camp of the hostiles. Natchez enjoys the almost solitary honor of having had his talk published in the government reports, on these matters, with a full explanation of every sign he used in conveying the intelligence sought from him.

THINGS TO TELL PUPILS.

Tell the pupils about some remarkable echoes. There is a whispering gallery in St. Paul's, London, where the slightest sound is carried from one side of the dome to the other, but it is not heard at any intermediate point. In Gloucester cathedral, an octagonal gallery conveys a whisper seventy-five feet across the nave. In the gallery is the following inscription,

> "Doubt not that God, who sits on high,
> Thy inmost secret prayers can hear;
> When a dead wall thus cunningly
> Conveys soft whispers to the ear."

Tell them about the weight of the gold and silver in the United States treasury. Some one has computed it, and finds the weight of the gold is 601 tons of 2,000 pounds, and the silver 8,000 tons. If it were packed along the highway as cord-wood is packed, the gold would make a barricade four feet high, four feet thick, for a distance of 335 feet and the silver, if similarly packed, would extend 4248 feet, or five-sixths of a mile. If packed in carts, one ton to each cart, the procession would be nearly thirty-three miles long, of which distance the gold bearing carts would cover two and a half miles, and the silver a fraction over thirty and a quarter miles.

Tell the pupils that what are supposed to be the oldest timbers in the world are to be found in the Egyptian pyramids. They are in the form of spool shaped dowels which hold the large stones, of which the pyramids are built, together. The wood is the shittim wood, of which we are told the ark was built.

Tell them about Emperor William's new crown. He did not like the one his father left him, so he had a new one made. It is of solid gold. The lower rim contains twenty-four diamonds, as big as hickory nuts; upon the rim stand eight golden clover leaves, richly set with diamonds forming the supports of eight golden hoops, which, centering above, bear the apple of the Empire. The hoops are ornamented with seventy-eight diamonds; the apple is an enormous sapphire. Between the hoops are ornaments formed of diamonds, and pearls are visible, and give the whole a very rich appearance. The crown weighs three German pounds; the gems, 750 carats.

Tell the pupils about the silk threads in bank notes. Bank notes are printed on what is called "distinctive paper," and it is used, exclusively by the government for printing bonds and current notes. Short scraps of red silk are mixed with the liquid pulp, and while the paper is being formed, a shower of fine scraps of blue silk threads falls upon it. The side upon which the blue silk falls is used for the back of the notes. All the threads are so deeply imbedded as to be permanently fixed.

Tell them about the different uses of the peanut. It contains about 50 per cent. of a colorless, fixed oil, resembling olive oil, and used for similar purposes. This oil is principally used in soap-making. There is a kind of flour manufactured from the peanut which is used in making biscuit and other palatable pastry. The roasted kernels are widely used in the manufacture of chocolate; they are also used in place of coffee. The negroes make porridge and custard of the peanut and use it as a beverage. Besides all these uses, it makes excellent fodder. It is an easy crop to raise, and no less than 3,000,000 bushels are annually used in this country.

Tell them about Algeria's river of ink. It is formed by the junction of two streams, one flowing through a region of ferruginous soil, and the other through a peat swamp. The waters of the former are impregnated with iron, and those of the latter with gallic acid. When the streams meet, the acid of one and the iron of the other form a river of genuine ink.

Tell the pupils about the first American flag. The United States flag, called the "Stars and Stripes," was adopted by a resolution of Congress, passed June 14, 1777. A committee was sent to a Mrs. Ross, living in Philadelphia, to ask her if she could make a flag according to their plan. A design for a flag of thirteen red and white stripes, alternate, with a union, blue in the field, and spangled with thirteen six-pointed stars, was sent to her. She suggested that the stars should have five points instead of six, and the committee agreed to the change. The flag was finished ready for the approval of Congress the next day.

CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

EARTHQUAKE IN CHARLESTON.—An earthquake shock was felt in Charleston, S. C., January 15. Tell about Charleston's former earthquake.

THE PRUSSIAN DIET.—Emperor William addressed the diet at its opening. He said the finances were in a favorable condition. Bills will be introduced providing for the purchase of private railways, and for the extension of the state railways. Where else are railroads owned by the state?

THE U. S. SQUADRON.—The United States squadron has sailed from Gibraltar. It will visit Carthagena, Barcelona, Toulon, Trieste, Malta, and Algiers. Locate these places.

FEDERAL CONTROL OF VOTING.—Bills have been introduced into congress providing for federal control of congressional elections. They will be violently opposed, many thinking they would give the federal government too much power, and would be dangerous measures. How are these elections carried on now

A MISSING STEAMER.—The German steamer Duburg, having on board twenty-two Europeans and four hundred Chinese, is missing, and it is supposed she foundered. What is a typhoon?

EMIGRATION FROM AMERICA.—King Leopold and all the Belgian merchants concerned in African trade favor the scheme of forming a colony of negroes from the United States in the Upper Congo country. How did the negroes come to this country? Where is the slave trade carried on now? Who are trying to stop it?

BLOWN UP AT SEA.—The bark *British Monarch*, on her way from Hamburg to Sydney, caught fire. She had on board ten tons of dynamite. The crew took to the boats, and shortly after, the fire reached the dynamite, and the vessel was blown to atoms. The survivors were picked up by the whaling bark *Canton*. What is a bark? What is dynamite?

FAMINE IN THE SOUDAN.—News has been received of terrible mortality among the natives in the Soudan, due to famine resulting from lack of rain during the autumn.

ANOTHER CABLE.—The proposed imperial cable from Bermuda to Halifax will be completed by the middle of June.

CHRISTIANITY IN AFRICA.—Mr. Stanley writes that Christianity has grown to be a power in Africa. It was by a revolt of Christians and Mohammedans combined, that Mwanga, the murderer of Bishop Hannington, was driven from his kingdom. Mwanga has since then been converted to Christianity. What Christian countries rule in Africa?

DEATH OF DR. DOELLINGER.—Dr. Doellinger, the head of the "Old Catholic" movement in Southern Germany, died January 10. In 1871 he was elected rector of the university of Munich.

EMIN'S IVORY.—Despatches recently published say that Emin left large stores of ivory in the care of trustworthy chiefs. How is ivory obtained?

STANLEY AND THE KHEDIVE.—Stanley dined with the Khedive January 15. The officers of the British and Egyptian armies were present. Stanley made a speech in reply to the Khedive's praise. Who is the Khedive? What is Great Britain's relation to Egypt?

JOHNSTOWN RELIEF FUND.—The commission have made arrangements with an annuity and trust company whereby the 322 orphaned children will each receive $50 annually until they shall have reached the age of 16 years. The total amount of relief money expended is $2,684,000, and the amount unapplied $237,000.

MR. VANDERBILT'S PURCHASE.—Cornelius Vanderbilt has bought Turner's painting of a scene on the Grand Canal in Venice, for $100,000. What do you know of Venice? What about another famous painting, bought recently?

WHAT GLADSTONE WILL DO.—Gladstone will make an attack in parliament on Salisbury's foreign policy. He will ask why Germany was allowed to obtain a leading position in East Africa which may paralyze England's power in the whole of Africa. Where are England's possessions in Africa? To what parties do Gladstone and Salisbury belong?

EDUCATIONAL NOTES.

MISSISSIPPI EDUCATORS.

The state teachers' association was held Dec. 26-28, and was attended by about one hundred representative teachers. The discussions indicated a growing knowledge of the work. The past three years has been an era of schoolhouse building—40 built in one county. School-houses are mostly built by private contributions. School districts have been formed, county supervision established, semi-annual examinations held, and monthly institutes held in every county. At these institutes, uniform topics are discussed. We have a very progressive state superintendent, J. R. Preston, as you will judge. The two races have separate institutes and separate schools. The whites have greatly aided the colored people to build school-houses. They have established a normal school for training colored teachers and none for the white teachers. There is no color line drawn in the distribution of the school funds. There are 191,792 white children and 272,682 colored children in the state to be educated. The colored people are making commendable progress. Formerly their schools were taught by white Quakers from the North, but as soon as they became able to teach their own schools they did so, and prefer to do so. Two years ago only 150 colored teachers held first-grade certificates, now over 400 hold them. The colored people seem to be very eager to acquire an education. This is the greatest hope of their race.

The teachers association almost unanimously favored the passage of the Blair bill, on condition that the funds be given to the states to be used as other school funds are used. Mississippi needs money to complete and carry on her school system. Schools at present are held four and a half months in a year. The average salary paid teachers in the state is $29.16. JOHN R. STEEVES.

MINNESOTA EDUCATORS.

The Minnesota educational association held its annual meeting at St. Paul, Jan. 1, and listened to an address by Ignatius Donnelly, the author of the "Shakespeare-Bacon Cipher." He laid stress u on the importance of the teacher's profession and its modesty as compared with other forces. Teachers, fashion the future of the nation, decide its strength or its weakness. How infinitely above the politicians fighting for spoils are the teachers, fighting for knowledge—the ones "spoiling" the present age, the others making the future! He praised the law that requires school children to be instructed in the evil of intemperance. Temperance in all things should be an aim of every teacher.

Prof. Judson, president of the association, gave an address upon the "Ends of Education." His first point was well taken, when he urged the importance of the main fact that education is a means, and is not an end in itself. The criteria of any educational system are: What is the relative value of the end it seeks? and, Are its means nicely adapted to attain that end? The main end of the public school should be to give the young the power *and inclination* to earn their living by honest labor.

Supt. M. J. Dowling spoke strongly in favor of a change in normal school methods, declaring these incapable of producing good teachers for country districts. He advocated a training school for teachers in each county.

Other addresses of note were those of Miss Levens upon "Written Recitations," Prof. McMurray upon "Primary Geography," and H. W. Slack upon the "Educational Value of Drawing." All of these produced animated discussions.

In the high school council, on the same afternoon, Vice-President Bechdolt's address created much comment:

"We have grown accustomed to regard certain human inventions as perfect and immortal—the jury system, legislative enactments, the ward meeting, and schools. Lately, heretics have come among us, questioning the adaptation of schools to the ends designed to be accomplished by them. Are not these heretics in the right? Do we not need a John the Baptist to cry aloud in the wilderness and call upon schools to repent and reform?"

Before the county superintendents, Mr. E. G. Adams spoke forcibly against the present system of "Examinations and Certificates," as also against the teaching of technical grammar, and like studies, in primary grades. He declared matters of that kind to be utterly beyond the comprehension of younger children. The superintendents devoted much time to a discussion of the state text-book law.

WISCONSIN EDUCATORS.

The State Teachers' Association meet at Madison, Dec. 26. Prof. L. D. Hervey, of Oshkosh, presided. Miss Isabella Lamont, of Madison, read a paper on "The Teacher's Power:"

"For, after all, 'tis not what you say to your pupil, nor the way in which you say it, that carries the light to his mental or moral vision. 'Tis the look in your eye! 'Tis your conciousness appealing to that of the child. 'Tis a mental transfer that can never be formulated in words. 'Tis the life that's more than language and the thought that's more than speech.'"

Prof. Edward Searing read a paper on "Normal Schools in the United States:"

"Whatever may be the real characteristics of normal schools, that they are popular cannot be questioned. Their popularity, moreover, does not seem to be ephemeral. Their history for fifty years seems to prove this. Never so numerous before, never so crowded with students, never before obtaining legislative appropriation so readily, never before co-equal geographically with our whole vast territory, they must surely, at the end of a half century of trial with such results, be entitled to claim enduring elements of popular favor—they must surely possess elements that supply popular need.

Prof. D. McGregor, of Platteville, read a paper on "Methods:"

"Graphic illustration can hardly be used to excess in schools. The crayon in the hands of the wide-awake teacher can be made of immense value. It enables the eye to form a partnership with the ear in grasping the gems of knowledge. The surest way of calling up an idea seems to be by summoning it, but it is too apt to be the case that in summoning up a certain idea you also call up its opposite. Black always hovers around white, etc. With all our knowledge of method, results will not be commensurate with effort without vivifying effect. Ideas should be frequently revived, else they will be crowded out of mind by new and more vigorous ideas implanted there later. The great principle pervading class teaching is a respect and reverence for each member of the class and a faith in the possibility of teaching."

A. J. Smith, of Waukesha, read a paper on "Desirability and Means of Elevating the Standard of Qualifications."

He advocated the lengthening of the term for state and county superintendents to four years; the passage of a law prohibiting the granting of limited certificates; the passage of a law requiring a person holding a third-grade certificate to either pass an examination for a higher grade certificate or leave the profession at the end of two years' service with the lowest grade license.

John Nagel, of Manitowoc, presented "The Culture Which the Common School Gives."

He declared "that there is an independent function of the common school; that it is no longer merely a training school for colleges, but a school possessing individual responsibility in the training of the common people, who never see a higher educational institution. Its sole aim should be to elevate and make more intelligent the lower classes, lifting them up to a truer manhood and womanhood. This distinctive prerogative should never be taken away from these schools, but instead should receive encouragement in every way.

High School Inspector W. D. Parker, discussed "Organization and Unification of Free High School Work."

There are 161 high schools in the state. Three hundred and eighty teachers are employed to teach 9,567 pupils The want of intelligent teaching, of a real test, of the spirit of study are serious obstacles. We want less optimism, more discussion, and less reciting. There must be thinking aloud, spontaneous expression. The true sequence of studies must be carefully considered. The educational value of branches must be weighed. Principals should build on the mental attainments of which they find pupils possessed.

State Superintendent Thayer discussed "Uniform County Examinations."

He was greatly in favor of uniform examinations. Letters received from county superintendents relative to a series of uniform questions sent to them for experiment, show that the uniform system found favor among the superintendents. Examinations should be held at as near a uniform time as possible.

THE PENNSYLVANIA INSTITUTES.

By THEODORE F. SEWARD.

During December I presented the Tonic Sol-fa system at two county institutes, in each case with gratifying success.

At Wilkesbarre, no less than 750 teachers from Luzerne county assembled, and my second meeting with them was no less successful than the first, reported in the JOURNAL last year. I found many cases in which the system had been adopted, and in none had it been abandoned; while six teachers took the junior certificate, and eight the elementary, indicating a larger number in the future, and a general adoption of the system throughout the county. An interesting case was that of a miner's son, who, while janitor in a school building, has studied to such good purpose that he is now teaching a class of teachers. I gave him the intermediate certificate, and he thoroughly deserved it.

In Indiana county, east of Pittsburg, the custom has been to employ a leader and listen to his solos and follow him in catchy choruses, so that the change to the Tonic Sol-fa was rather severe. Nevertheless we were successful in bringing out good responses, with general and hearty singing; and I heard no unfavorable comments. At Indiana is located a large normal school, and in that institution the Tonic Sol-fa will now be introduced, as Dr. Z. X. Snyder, who heard the system at Wilkesbarre also, and who is principal of the Indiana school, has announced himself as a complete convert.

THE teachers of northwestern Ohio, met at Bowling Green, and discussed "Civics in the Common Schools." The duty of developing a love for our governmental institutions was emphasized by Supt. Morrison, and others pointed out the importance of making American citizens out of common school pupils.

PROF. J. M. ELLIS, of Oberlin, has been talking to the Ohio Association of Colleges of which he is president, about the study of psychology. He favors the introspective methods:

"If psychology is not studied as the science of the soul, there is danger lest we have a psychology without any soul. Its study from a purely physiological stand-point, creates a tendency toward materialism, and is known to be especially popular with pronounced materialists. When studied from the proper point of view it promotes a broad, liberal culture, and furnishes a most excellent mental gymnastic. It is superior in this respect to the physical sciences, because it requires the student to discuss his facts for himself. He can understand and accept the truths of

natural science on the authority of others, but descriptions of the phenomena of consciousness mean nothing to him until he has observed them in his own mind."

At the county teachers' institute at Jackson, Ohio, recently, Dr. E. E. White spoke of the attributes of a successful teacher, summing them up under five heads: 1. Personal magnetism. 2. Scholarship and careful preparation for each lesson. 3. Skill in teaching and management. 4. Love for the pupils, for bad ones as well as good, because the bad pupils need it most. 5. Backbone—a reasonable firmness in conducting the school. During the institute several good papers were presented, and an interesting debate took place upon the question of establishing a children's home in the county.

We noted recently the employment of a colored teacher in Cambridge, Mass. Another case is that of Miss Hattie Hall, who has entered upon her duties as teacher of the B primary grade, of the Spring street Union school at Columbus. In the colored school, where Miss Hall formerly taught, an effort was made to retain her at an advanced salary. There is a difference of opinion regarding the appointment of Miss Hall, several of the parents insisting on removing their children from her school.

In Alton, Ill., the negroes want their children to attend the schools set apart for white pupils. On Jan. 10, a number of blacks went to the high school, and took possession of all the desks they found unoccupied. The white pupils protested, and began to pack up their books and make preparations to leave. A fight occurred and the whites drove the blacks out of the room, chased them out of the yard, and continued the fight in the street.

If the colored boy is to learn he must be taught to do whatever the white boy does. The *Pilot*, of Boston, recently said that:

"A colored clergyman told us recently that in the city of Boston he did not believe that there were three colored boys learning trades. The statement was so extraordinary that we inquired what became of the intelligent colored boys who were graduated from the Boston schools, and we found, to our shame, that even those from the high schools had to begin as office boys and end as hotel waiters. This is a condition as dangerous as legal slavery. Laws are laws, whether enforced as statutes or customs. Without skill of hands or professional knowledge, the colored race can never progress in our complex industrial age, but is doomed to servile labor. The way to stop it is to begin where each one may. Let employers take colored boys into their shops and let them learn as the white boys learn. Colored parents and others interested in this question ought to see to it that colored boys get a chance to learn trades. We shall take one into *The Pilot* office to learn the printing trade.

This is sound. We commend the philosophy.

The high school masters of Massachushtts, at a recent meeting in Boston, asked the state board of education to establish a high normal school, the pupils of which to be those who have completed a course of study equivalent to that required for the degree of Bachelor of Arts, and its work to include the study of the history and philosophy of education, and practice teaching in branches required in the high schools of the state.

The new Catholic University at Washington will open with Bishop Keane as rector, and six associate professors. Of these men, four are from abroad. At present only a school of theology is provided for, and it will be some time before the other departments can be added which will make it in any sense a rival to our American universities.

The *Journal of Education* (London) begins the new year with its accustomed seriousness and solidity, and we notice at the outset a statement of its purpose which we believe may fairly be claimed for the School Journal on this side of the water. The *Journal of Education* is still the only English paper that professes to deal with education as a whole: "The conviction with which the *Journal of Education* was started—that education is one and indivisible, a science, or rather a particular application of the laws of human nature; and that teachers of every rank are knit together, not by trade interest, but by their common pursuits and the solidarity of a learned profession, though they have yet to win their proper legal status—this conviction has grown and ripened in the last ten years, and we rejoice to think that we have helped to inspire with this belief, and this professional spirit, an increasing number of our fellow-teachers."

These are noble words, and we repeat them as our own.

Some comment has been excited by the statement of a Roman Catholic layman, in Chicago recently, that nearly all of the children who attend parochial schools invariably look upon them as primaries from which to graduate into the public schools. Well, what of that? Are they not welcome in the public schools? Is it not better to receive them from parochial schools than from total ignorance? The same gentleman emphatically denied that the church is opposed to the public school. Good! Let all the schools be maintained—the more the better; only let it be remembered that to attack the public school, most of all, is an attack upon American civilization. As long as the Catholics spend their own money to maintain good schools—and we know some of their schools to be excellent—no one has a right to criticise. But the people's money must continue to be for the people's schools.

The children of No. 2, in Elmira, gave an entertainment that was quite remarkable. They produced the operetta of the "Children's Crusade," in fine style. Prof. Benedict, the principal, has the art of interesting both parents and children in his school work.

The Washington county teachers' institute had what the billboards call a colossal occasion. Dr. E. E. White and Col. Parker were the two educational magnates, and they were listened to with attention. We note that Supt. Spindler was presented with a gold watch, by the teachers; he well deserved it. How he can remain a bachelor with so many lovely women teachers around him, as Washington county has, is a mystery.

At the Ontario normal school, Toronto, the Prince of Wales gold medal which is given to the teacher who ranks first in practical teaching, and on written examination, in a class of about 150, has for the two past years been won by graduates of the Hamilton model training school. Its principal, S. B. Sinclair, B. A., is an ardent admirer, and enthusiastic exponent, of the new education. Progressive methods are taking firm root in Canadian soil.

Somebody in the name of the head schoolmaster at Donald, British Columbia, wrote to a lady advertising for "correspondence." The schoolmaster received a letter and a check for $250 on the National Bank of Minneapolis, and an invitation to come at once and get married and receive $10,000 on his wedding day. He is not to be counted in luck yet; all depends on the woman. It might be that $10,000 would not make amends for a bad bargain. Solomon has some advice that that schoolmaster would do well to read.

The possession of a library by the teacher is indispensable. If he owns a Bible and a Shakespeare, he has made a good beginning if he *reads and studies* them. The teacher is drawing steadily from his stock of ideas if he is teaching in reality; hence, he must plan to replace. Even the steel rails of the railroad wear out by much travel; brains will wear out. Can a teacher teach with worn out brains He cannot.

We urge the teacher to accumulate and use books that bear on his profession. He will say, "I only get $30 per month, and cannot afford it.' If you do not do it you will never get more than $30 per month. Here is an instance. A teacher was getting $20 per month, was very poor, but got his courage up and borrowed $200 and went to a first-class normal school, graduated, and immediately received $30 per month, then $60, then $100. Did it pay him to improve himself? It will pay you to invest in what will make you a better teacher.

Treasure-Trove for February contains among its articles that teachers will find practically useful in the school-room: "Our George," with some of Washington's own best sayings; some sayings of other great men about him, and an authentic "True Story of the Hatchet," with a portrait, of course. "The Mountain Republic" gives an interesting account of Switzerland, and illustrations of the Mount Pilatus railway. An account of The Stuart Dynasty; a bright, humorous dialogue, "The Irish Philosopher;" a stirring poem for recitation, entitled "The Bridge;" an article on "Health-Fashions," and one on "Reading French Novels;" some scientific facts "Worth Knowing;" a description of an ancient library, and a Wonderful Magnet—are all good for school use.

The features of general interest to every one are suggestions about "How to Celebrate St. Valentine's Day;" an interesting story for girls, "Rchael's Talent." Some recollections of "Young Abe Lincoln;" two good short stories—"Teddy's Convict," and "For His Mother's Sake," and the beginning of Mr. Talbot's thrilling new serial story "The Impostor; Or, Miss Carter's Collegian."

NEW YORK CITY.

The board of estimate gives four and a quarter millions for education; four and a half millions for police; two millions for prisons; one and a quarter millions for charity; one and a quarter millions for courts.

Weekly Reception Drills.—Every Thursday morning between eleven and twelve o'clock the students of Columbia institute have a full-dress drill at the armory, corner of Broadway and Forty-fifth street. It is a pleasing sight from the gallery, the young fellows going through military movements, each company captained by a student, and the four companies also under the direction of one of the boys.

On January 11, a meeting of Albany normal school graduates was held, and a constitution was adopted providing that the privilege of membership should be extended to male or female graduates of any state normal school.

On January 25, there will be officers of the association in attendance at No. 9 University Place, College for the Training of Teachers, from 10 A. M. to 2 P. M., for the purpose of receiving formal applications for membership. The association will hold its next meeting on February 1, at 2 P. M. when officers will be elected, and an address will be made by a prominent normal school man. We bespeak for this organization the active interest of every graduate of a state normal school, who may reside within easy access of New York City.

A strange sight was seen a few evenings ago at the annual charity ball of the deaf mutes, held under the auspices of the Manhattan Literary Association. Although none of the dancers were able to hear a note, they moved in perfect harmony with the music. The waltzing was particularly good. Rev. Dr. Gallandet explained that deaf-mutes were very quick, and they soon learned the figures of a dance. The snare-drum has a slight predominance, and gives a vibration to the floor or air that carries the rhythm to the dancers, so that they feel the music, though they do not hear it. The deaf-mutes are very fond of dancing, and they constantly practice it.

Before the New York College for the Training of Teachers, on January 14, Miss Caroline B. LeRow, spoke upon the "Teacher and the Time." The growing esteem felt for the teacher of late years was noted. She advocated a strong and united advance toward the goal which all should wish them to attain. What is needed is time for rest and recreation, for study and travel; and proper training must be furnished, incompetency weeded out; above all, the educational question must be kept out of politics, and above politicans. This is a grand time for a united advance towards the position of guardians of the state, which its teachers ought ever to hold.

Professor Harris B. Greene, will lecture before the Mutual Improvement Association at No. 9 University Place, on January 27, at 4 P. M., on "New Methods in Teaching Grammar." All are invited. Mrs. Funston, secretary.

Dr. Felix Adler thinks that it is impossible to teach religion to children. If by religion he means the dogmas of the church we agree with him, but if he means faith in a kind heavenly Father we disagree. A child is the most trusting, loving being created. It is easy for one who has never learned the negations and doubts of culture to believe in a being of superior intelligence. The little one seems instinctively to feel the influence of a higher intelligence, and be pervaded by its power. It looks up to its heavenly Parent with something of the same faith it gives to its earthly parents. Why deprive it of this motive, and, shall we say blessing? The theism of a child is not clouded by philosophic doubts.

Salt rheum, with its agonizing itch and pain, is cured by Hood's Sarsaparilla. Give it a trial.

It will interest our readers to know what a janitor is required to do in England at a salary of 10s 6d per week. Here is the contract he must sign :

(1) That he provide all furnishings, soap, cloths, brushes, soda and other materials for cleaning the school. (2) The whole premises, desks, etc., should be carefully cleaned out every evening, and dusted the following morning, and washed every two weeks—the one half the one week, and the other half the other week—the dates of washing to be kept in a pass-book, to be signed by him, and countersigned by the head master. (3) The water closets and latrines to be kept clean and in good order daily, the soil being run off. (4) Not less than two towels must be washed weekly for the use of pupils in sewing-room, and if necessary more. (5) In winter fires must be put on sufficiently early to allow of the rooms being heated before the school opens, the furnace to be attended to morning and mid-day. (6) The grounds round the school to be kept tidy, and paper and other waste not to be allowed to accumulate; the doors to be carefully secured morning and evening; snow to be removed from the accesses to the school and offices; the ventilation of the school to be specially attended to. (7) Everything out of order, drains, closets, locks, etc., to be at once reported to the head master. (8) Fires to be put on in one room on Saturdays, when required, when the pupil teachers are being taught.

In America the salary would not equal the demands, but we cannot tell how little an English janitor needs to eat, drink, and wear. It would be a difficult thing for a Scotchman, Englishman, Irishman, or Dutchman here to make two ends meet on 10s 6d per week. We don't see how it can be so much stretched in the old country.

FLYER TO THE WEST.

A train making the fastest time to St. Louis, of all others from New York City, is the Pennsylvania Railroad "St. Louis, Chicago & Cincinnati Express." Its superb appointment, and convenient hour of departure, justly warrant the patronage it has received since its inauguration. It leaves foot of Desbrosses and Cortlandt Sts., every day, at 3:00 p.m., and the next evening at 7:40 p.m., its passengers alight in the station at St. Louis. The travelling public do well in encouraging such a record.

BOOK DEPARTMENT.

NEW BOOKS.

ELEMENTARY LESSONS IN ENGLISH. Part II. The Parts of Speech and How to Use Them. Boston: Ginn & Co.

This is a little volume for the use of teachers. There is much that will be found very helpful to teachers in their school-room work.

DEAR OLD STORY-TELLERS. By Oscar Fay Adams. Boston: D. Lothrop Co. $1.00.

This is a neat little book with some very readable, if very brief, biographies of the men of former times, whose works are still attractive to young people. Four of the twelve chapters are devoted to Frenchmen, and it is pleasing to note this testimony to the little known excellence of the purer French literature. Homer and Æsop, and the Arabian Nights, represent the ancients; the Grimms, Germany; and Defoe, England. A strange oversight in the table of contents, gives "David Defoe" as this author's name; but otherwise the book seems well made. The only American is Mother Goose, but concerning this unconscious authoress and her enterprising son-in-law much of interest is related. Mr. Adams will probably not make much claim to originality, but he has a clear and charming style.

SEVEN GREAT AUTHORS. An Introduction to Nineteenth Century Literature. By Alcee Fortier, Professor of French in Tulane University, New Orleans. Boston: D. C. Heath & Co. 200 pp. 12 mo.

We cannot praise too highly this series of lectures upon the prominent French writers of the century, and it is with confidence that we assert that no better text-book of French literature could be placed in the hands of those whose knowledge of the language will enable them to read the direct, simple, and natural style that distinguishes Prof. Fortier's French writings. The author's acknowledgment of his obligations to Prof. Cohn, of Harvard, will perhaps explain the fact that the most powerful chapter in the book is that upon Victor Hugo; but almost as admirable is the analysis of the work of Alfred de Musset, while the chapter upon Theophile Gautier is, almost of necessity, charming. We are glad to welcome another addition to the school of literature, that is making New Orleans the home of so many pleasing authors. To the names of Gayarre, Cable, Mrs. Davis, Miss King, and Lafcadio Hearn, may well be added that of Alcee Fortier.

BIJOU; THE FOUNDLING OF NAG'S HEAD. A novel. By Albert P. Southwick. 12mo. 186 pp. Paper, 25 cents. New York: The trade supplied by the American News Co.

Somewhat crude in dramatic construction, there is yet much of interest in this story of American life, with its study of the people of our Southern coast and its sketch of the polishing of a real diamond. The contrast between Bijou, the waif, and Miss Howard the New York belle, is very clear, and the pathos of the Italian scenes is real. Mr. Southwick should know that a leader of New York society does not write invitations upon "gilt-edged" paper; nor do Parisians call the salon an academy.

RAILWAY SECRECY AND TRUSTS. Questions of the day series, No. 61. By John M. Bonham, author of "Industrial Liberty." 12mo. 188 pp. $1.25. New York: G. P. Putnam's Sons, 1890

Mr. Bonham's division of trusts into two classes—those that rely upon combination alone to repress competition, and those, like the standard oil, that use also secret deals with the railroads to kill rivalry—is of great value to the student of economics approaching this question with the pre-conceived notions of the *Laissez-faire* school. As to the former, Mr. Bonham, confidently re-asserts the doctrines of Adam Smith, and shows how surely such combinations afford their own eventual cure. It is the latter class of trusts—the trust that effectively places a barrier between the consumer and all producers but itself, by rebates and differentiations secured from transportation companies—that is an evil only to be overcome, if at all, by legislation. The present author follows this theme through many of its phases, and deems publicity—the power of investigating every affair of every railroad—as the surest remedy, and one which, owing to the quasi-public status of the railroad, can easily be enforced.

AN ICELAND FISHERMAN. By Pierre Loti (M. Julien Viand.) Translated from the French by Anna Farwell de Koven. 16mo. $1.00.

This masterpiece of M. Loti's was translated by another hand and published over one year ago, but that translation has been considered somewhat inadequate. Mrs. de Koven's translation was undertaken as a labor of love. That her translation is perfect cannot be claimed; it is only claimed that it is an earnest attempt at a faithful rendering of a book which is well-nigh untranslatable. Too many attempts to give to American readers so beautiful and wonderful a piece of fiction could scarcely be made. A reading of the book will quickly convince any one that it richly deserves the encomiums Mr. Henry James and others have heaped upon it. Its author is a younger Alfred de Musset, whom he resembles in richness of imagination, intensity of feeling, and warmth and color of style. "An Iceland Fisherman" is as idyllic and sentimental as "Paul and Virginia," yet its descriptions of nature and delineations of character have a force and freshness worthy of the highest realism.

FORM STUDY AND DRAWING; QUESTIONS AND ANSWERS. By John Warren Ball, assisted by Mary Isabel Gilmore. Rochester, N. Y.: Educational Gazette Co., 1890. 12mo. 54 pp.

Here are three hundred questions propounded and answered in such a way as to help teachers to a proper understanding of the method of giving lessons in form, and of teaching children the preliminaries of drawing. The effort is ever to get at the *reasons* of things, and their *reality*. The plan seems good.

WORD BY WORD. An Illustrated Primary Spelling-Book. By J. H. Stickney. Boston: Ginn & Co.

As an example of typography and book-making this little work is most admirable, while the matter it contains seems judiciously selected and graded. The only criticism to be made is the mixture, every here and there, of hard words with easy: "they" with "dog" and "rug" in the first lesson; "fez" "rainbow," "tongue," very soon after. But each of these is led up to, both in form and in meaning, so perhaps their introduction is proper. The writing lessons are excellent, and the grouping in sense and sound is worthy of praise.

JOKES: Gathered by Henry Firth Wood. Philadelphia: The Penn Publishing Co. Paper, 25 cents.

This purports to be "a fresh crop," and appears from a cursory inspection to be free from any considerable admixture of what are technically known as "walnuts." These smileful sayings are classified according to their species, under such headings as "Youth," "Don't cher know?" "Woman kind," "Mankind," "Geographical," "Professional," "Random," "Mystery," and "Bold and Tough," This category includes some of the latest and best in the way of jokes.

CHRISTIANITY AND AGNOSTICISM. The Humboldt Publishing Co., New York.

This has papers by Dr. Wace, Prof. Huxley, Bishop of Peterborough, W. H. Mallock, Mrs. Ward.

DARWINISM; An Exposition of Natural Selection. By Alfred Russel Wallace. New York: The Humboldt Publishing Co.

This is an attempt to find a basis for evolution in nature.

PEDAGOGICS. A new Theory and Practice of Tea ching. By R. D. Allen and J. T. Gaines. Louisville: J. T. Gaines. 12mo. 86 pp.

This is a brief but somewhat searching endeavor to demonstrate the practical value of the thesis, laid down at the opening, that "No one can learn a fact by reading it, or hearing it, unless he knows it already in its elements." By this, the authors mean to draw the conclusion that, in all branches of teaching, it is possible, by processes of questioning, of illustration, by examples of likenesses and differences, to get the *reasons* underlying each fact *from the pupil* and not from the book; the benefit to the pupil's mind and memory being evident. The theory is very cleverly followed through all the primary studies, and some more advanced, and the book shows earnestness and enthusiasm. A system that gives these qualities to the teacher must have good in it for the pupil.

THE PSYCHOLOGY OF ATTENTION. By T. H. Ribot. Authorized Translation. Chicago: The Open Court Publishing Co. 75 cents.

Nothing is of more importance to the teacher than a knowledge of the laws by which attention is governed, and for this reason M. Ribot's work will be of interest to many educators. Its text might well have been taken from Darwin's example of the trainer of monkeys: "If, when he was talking and explaining anything to a monkey its attention was easily distracted, as by a fly on the wall, or other trifling object, the case was hopeless. On the other hand, a monkey that carefully attended to him could always be trained." M. Ribot, in this work, considering only the mechanism of attention, begins very properly at the spontaneous forms, those involuntary acts of attention which are common to all animals and to the youngest child as well as the well trained man. Typical cases are studied, those having intensity or duration, or both. The author's nativity is shown in his example of the intensity of attention: "Thus a woman will take in, in the twinkling of an eye, the complete toilet of a rival." Voluntary or artificial attention is a product of art, of education, of direction, and of training. It is the foundation of civilization, of development, of education; and M. Ribot brings much that is new in his study of its mechanical causes and muscular effects. This chapter, the most important in the series, is followed by a briefer consideration of the Morbid States of Attention, and the work concludes with a *resume* of the author's theses.

A STRANGE CONFLICT, AND A STRANGE PEOPLE. Both by John M. Batchelor. Published by J. S. Ogilvie. Paper cover, 50 cents each.

The underlying notion of these two books is the theory of the mind-curists; it is carried to a ridiculous extreme in these stories, which are of the haunted-castle, secret-chamber, press-the-button-and-the-door-swings-open variety.

REPORTS.

PROCEEDINGS OF THE TWENTY-SEVENTH ANNUAL CONVOCACATION, UNIVERSITY OF THE STATE OF NEW YORK, held July 9-11, 1889. Hon. Henry R. Pierson, chancellor. Albany: James B. Lyon.

This volume contains much that is valuable from such able men as Pres. Truman J. Backus, Prof. T. B. Stowell, Secretary Melvil Dewey, Pres. James B. Angell, Prof. Kellogg, Pres. J. M. Taylor, and others. The subjects treated are English literature, examinations, university extension, college instruction in pedagogy, economy of time in public schools, manual training, marking, and others.

SIXTH ANNUAL REPORT OF THE BUREAU OF STATISTICS OF LABOR OF THE STATE OF NEW YORK. Part III.

This volume is devoted to strikes and boycotts. It begins by saying "the strike is the last argument of the working man or woman." This is incorrect—many strikes have arisen as a beginning and middle argument. A strike is an attempt to employ force as far as the law will allow. The result of the year, according to this volume, has been discouraging to the strikers. We advise education.

ANNOUNCEMENTS.

D. LOTHROP CO. have recently published a delightful story of girl-life in England, "Three Little Maids," by Miss Mary Bathurst Deane. It is well illustrated.

SCRIBNER & WELFORD have arranged with T. & T. Clark, of Edinburgh, for the exclusive agency for the sale of all their theological publications in the United States.

HOUGHTON, MIFFLIN & CO. announce that the second volume in the series of American religious leaders is devoted to Wilbur Fisk, the eminent Methodist clergyman, and is written by Professor George Prentice, of Wesleyan University.

J. B. LIPPINCOTT CO., of Philadelphia, take pleasure in announcing that they have ready an entirely new edition of their "Academic Dictionary." While this book is a revision of their well-known "Academic Dictionary," so many new features have been introduced that it was found necessary to reset the type entire.

MACMILLAN & CO. have just issued Tennyson's new book, "Demeter, and Other Poems."

HARPER & BROTHERS issue "The Career of a Nihilist," by Stepniak, a book which no one who begins will fail to finish.

D. APPLETON & CO. have just published "The Awakening of Mary Fenwick," a novel, by Beatrice Whitby; "Lily Lass," by Justin H. McCarthy; and "Recent Economic Changes," by David A. Wells.

G. P. PUTNAM'S SONS number among their new books "Songs of Fairy-land," compiled by Edward T. Mason, with illustrations after designs by Maud Humphrey.

CHARLES SCRIBNER'S SONS have on their list of recent books "The Dawn of History," an introduction to prehistoric study, by C. F. Keary.

NATHANIEL D. C. HODGES, 47 Lafayette Place, New York, publishes "Vocal Physiology and Visible Speech," by Alexander Melville Bell. It is an effort to so popularize a knowledge of the subjects treated, that they may be practically taught in schools and colleges. Symbols are used to denote the various motions and positions, and are such as can be readily mastered. Prof. Bell is among the greatest living phoneticians.

GINN & CO. will publish this month a book entitled "Plant Organization," by R. Halstead Ward, M.D., F.R.M.S., professor of botany in the Rensselaer Polytechnic Institute, Troy, N. Y. It is a guide to the study of plants, and consists of a synoptical review of the general structure and morphology of plants, clearly drawn out according to biological principles, fully illustrated, and accompanied by a set of blanks for writing exercises by pupils. It also provides for some easy microscopical work, if desired.

MAGAZINES.

Henry George contributes to the January *Arena*, an article entitled, "To Destroy the Rum Power." He shows in a most able manner the corrupting influence of the rum power, how it debauches politics, and unless it is shorn of its power may ultimately destroy the nation. Clinton B. Fisk will reply to the paper from the prohibitionist standpoint, while the Rev. Howard Crosby will represent high license in the controversy.

The frontispiece of the *Magazine of Art* for January is an etching, by Leopold Flameng, of Meissonier's famous painting, "The Halt." The number includes articles on "The Nativity of our Lord," as depicted in the National gallery, "In Memoriam" of Jules Dupre, and "What a Memorial Window Should be."

The Transatlantic, the new Boston magazine, begins the new year with a Rubenstein number, apropos of the great Russian composer's recent jubilee, at St. Petersburg. Besides an account of the public celebration, the number contains extensive extracts from a recent autobiographical sketch of Rubenstein. Still other features are a compilation of articles on the causes and effects of the Brazilian revolution, and a novelette by Zola, entitled, "The Morrow of the Crisis."

The name of *Building* has been changed to *Architecture and Building*. The two new departments, "Architectural Engineering" and "Sanitary Engineering," will be given the most careful attention, and no effort will be spared to make them of practical value.

Harper's Magazine for February contains among its list of bright contributions James Hogg's personal reminiscences of De Quincey. One of these important reminiscences relates to Hawthorne's visit to De Quincey; others recall the Carlyles, Thackeray, Dickens, and Christopher North. William Dean Howells has a word to say upon the form and binding of "the ideal book." S. H. M. Byers writes of the recent discovery of twenty skeletons of "Lake Dwellers," in tombs at Auvernier, on the lake of Neufchatel. H. H. Boyesen tells of a college-bred man whom the world did not feel bound to put in a niche.

The Lincoln history is completed in the February *Century*. The supplementary papers on "The Pursuit and Capture of Jefferson Davis," are by General James Harrison Wilson, who had charge of the United States forces on that occasion, and by William P. Stedman, who was one of the Fourth Michigan Cavalry, and who was an eye-witness of the capture.

ABOUT MONKEYS.

The quadrumana (monkey) tribe, including apes, baboons, and monkeys, is so named because the animals belonging to it have not only hands like man, but feet also formed like hands. The largest of the apes is the gorilla of west Africa. It has a repulsive face with hair of a grizzly hue on top of its head and on the sides of the face. On the other parts of the body it is usually nearly black, though sometimes a grayish brown. The ordinary cry of the gorilla is of a plaintive character, but in rage it is a sharp, hoarse bark, not unlike the roar of the tiger. His strength is great and it is related that he has been known to crush a gun-barrel between his teeth. The groilla habitually goes on all-fours, according to a recent authority.

Shorthand affords the best opening for young people. Learn it by mail or personally of W. G. Chaffee, Oswego, N.Y., who secures positions for all his pupils when competent.

The chimpanzee is common on the banks of the Gambia and in Congo. Large bands of chimpanzees succeed in driving such formidable animals as the lion and elephant from their haunts. The chimpanzee spends much of its time in caves and under rocks. From four to five feet is its usual height, but it does not attain its full growth until nine or ten years old.

The orang-outang is found in Borneo and Sumatra. Specimens have been obtained from Borneo considerably over five feet in height. The strength of the animal is tremendous. A female snapped a strong spear asunder after having received many wounds. When it stands erect its arms reach to the ground, and the great strength in its limbs enable it to climb trees easily. It is slothful and slow in its movements usually, but when enraged is a terrible enemy. One unfortunate man, who with a party was trying to catch one alive, lost two of his fingers, besides being severely bitten on the face, while the animal finally beat off his pursuers and escaped. The rude hut which orang-outangs build in trees would be more properly called a seat, or nest, for it has no roof or cover of any kind. A wounded female will weave one of these together and seat herself in a minute.

The kahau (named from its peculiar cry) of Borneo is remarkable for the extraordinary size and shape of its nose. The natives say that when leaping through the air it holds its paws over that organ to protect it from the branches. The length of the animal from the head to the tip of the tail is about four feet four inches; and its general color is a sandy red, relieved by yellow cheeks and yellow stripes over the shoulders.

The American monkeys are not found north of the isthmus of Panama. Among the most remarkable of these is the spider monkey, whose tail seems to answer the purpose of a fifth hand, as it is capable of being used for every purpose to which a hand could be applied. The howling monkey possess an enlargement of the throat somewhat similar to that of several loud-voiced birds. They howl in concert, principally at the rising and setting of the sun. The araguatos of Brazil generally travel in files, an old monkey taking the lead, and the others following in due order. The marmoset is a pretty little creature, that is exceedingly sensitive to cold. It is very fond of insects.

The agile gibbon of Sumatra derives its name from the wonderful activity it displays in launching itself through the air from branch to branch. It will spring through distances of twelve or eighteen feet, and when apples or nuts are thrown to it while in the air, will catch them without halting for an instant.

The baboons are chiefly distinguished from the apes by their small, short tails. The mandrill of Guinea and western Africa has cheeks of a brilliant blue, a muzzle of bright scarlet, and a stripe of crimson along the center of the nose. It is a great thief, making raids on the native villages and plundering them with impunity. Its rage is terrible. Cuivier relates that he has seen several of these animals actually expire from the violence of their fury.

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THE PUBLISHERS' DESK.

If teaching isn't *practical* it is worth nothing; and every teacher on reading the title of Supt. Howland's recent work, "Practical Hints for the Teachers of Public Schools," realizes that is just what is wanted; and from such an author, is bound to be all that the title indicates. Another book—equally valuable in its way, and published by the same house, Messrs. D. Appleton & Co., is an "Introduction to the Study of Philosophy," by William T. Harris, LL.D., United States commissioner of education, comprising passages from his writings, selected and arranged with commentary and illustration by Marietta Kies, professor of mental and moral science in Mt. Holyoke seminary.

If you plan to teach and have not a thorough acquaintance with the scheme of the New York state normal and training schools, you will feel a lively concern in the following facts: These schools are for residents of the state who intend to teach in the public schools of the state. Diplomas of these schools are licenses for life to teach in the schools of the state. The fall term begins the first Wednesday of September. A person desiring to enter one of these schools should apply to his school commissioner or city superintendent. A person must be at least 16 years of age, of good moral character, and pass an examination. There are no expenses for tuition or the use of text-books, and fare one way is refunded to each student spending an entire term. Other particulars may be learned from the several principals whose names appear in the advertisement in another column of THE JOURNAL.

Teachers and educators everywhere are manifesting the most unqualified approval of some of the new common school books, published by Messrs. Ginn & Co., of Boston and New York. These publications include Wentworth's Primary Arithmetic, by G. A. Wentworth, author of a Series of Mathematics, and Miss E. M. Reed, principal of training school at Springfield, Mass.; Enunciation and Articulation, a practical manual for teachers and schools, by Miss Ella M. Boyce, superintendent of schools, Bradford, Pa.; Fractions, a teachers' manual of objective and oral work, by Miss Helen F. Page, of the state normal and training school, New Britain, Conn.; Russell's Chromatic Chart, by E. P. Russell, teacher of music in the state normal school, Oneonta, N. Y.: Elementary Lessons in English, Part II.; Word by Word, primary, an illustrated primary spelling-book on an improved plan, by the author of Stickney's Reading Series, etc.

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THE QUESTION BOX.

[Below is given the origin of some queer names and phrases.]

A bone to pick.—A Sicilian father at the marriage of his daughter, after the feast gave the bridegroom a bone, saying, "Pick this bone, for you have undertaken a much harder task." Hence arose, it is said, the above phrase, meaning to have an unpleasant affair to settle.

Dust in one's eyes.—To throw dust in one's eyes is to mislead The phrase arose from a Mohammedan practice of casting dust into the air for the sake of "confounding" the enemies of the faith.

By hook or crook.—It probably means "foully like a thief holily like a bishop," the "hook" being used by footpads, and the "crook" being the bishop's crosier.

The Shakespeare of India.—This is Kalidasa whose drama, "Sakuntala" translated by Sir William Jones, 1789, produced a great sensation in Europe.

Fat man's misery—is a narrow serpentine path in mammoth cave in which the walls (only eighteen inches apart) change direction eight times in one hundred and five yards.

The three R's.—Sir William Curtis, lord mayor of London in 1795, when increased facilities for education for the poor was discussed at a public dinner, in a jocular way, gave a toast to "The three R's."

The ring-finger.—The fingers, as anciently known, are: thumb: toucher, foreman, or pointer; long man, or long finger; lich-man, or ring-finger; little man or little finger. The Romans believed that a nerve ran through the ring-finger to the heart. Both they and the Greeks called it the medical finger, and used it for stirring their mixtures, believing that nothing harmful could touch it without dispatching a warning to the heart.

The honey-moon. The ancients prepared a luxurious drink which it was the custom to drink (diluted with honey) for thirty days, or a moon's age, after a wedding feast.

Printer's devil.—Aldus Manutius (1449-1515), the celebrated Venetian printer and publisher, had a small black slave whom the superstitious believed to be an emissary of Satan. On a certain day, he said publicly in church, "I have this day made public exposure of the printer's devil. All who think he is not flesh and blood, come and pinch him."

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Pin money.—Long after the invention of pins, in the fourteenth century, they were very costly, and the maker was allowed to sell them in open shop only on the 1st and 2d of January. It was then that the ladies of the court and city dames flocked to the stores to buy them, having been first provided with the requisite money by their husbands. When pins became common and cheap, the ladies spent their allowance on other fancies, but the term "pin-money" remained in vogue.

The word "tariff."—On the coast of Spain, just outside the straits of Gibraltar, there is an island called Tarifa. When the Moors ruled Spain, they established a custom house on it, and every vessel passing through the straits in either direction was brought to, and robbed of as much as the collector saw fit. If the captain delivered up about fifteen per cent. of his cargo, or paid its equivalent in money, he was allowed to go in peace. If not, his vessel and cargo were confiscated. Hence all money collected on cargoes is called a tariff.

The "O grab me act."—The embargo act of 1807, which detained American vessels in the ports of the United States, in order to cut off commercial intercourse with France and Great Britain, and compel them to recognize the rights of American neutrality. The opponents of the measure ridiculed it by calling it the "O grab me act." Spelling the word *embargo* backwards.

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